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ABSTRACT

This guide was developed in an Illinois program to help home economics teachers integrate the use of computers and program-related software into existing programs. After students are taught the basic computer skills outlined in the beginning of the guide, 50 learning activities can be used as an integral part of the instructional program. (One or more Apple II-series computers are needed.) Tutorial, drill, simulation, problem solving, and educational games are suggested methods of instruction. Each learning activity contains information on the following topics: the software, the hardware, the lesson, introducing the computer activity, preparing for the computer, the computer activity, after the computer, additional suggested activities, and handouts. Some of the topics covered are diets, the microwave oven, planning nutritious meals, the food processor, cooking and baking, child care, fashion careers, clothing construction, and career development. A bibliography listing title, author, publisher, address, and price of home economics-related software is included. (KC)

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ED285033

Education for Technology Employment

Illinois State Board of Education

Adult Vocational and Technical Education

HOME ECONOMICS

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EDUCATION

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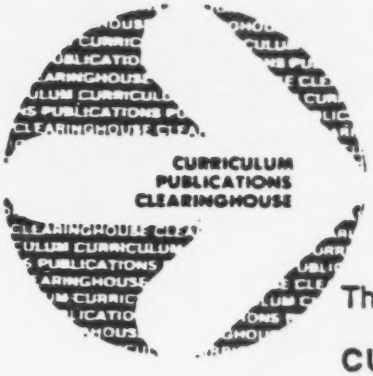

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NOTE: E/O = Exploration/Orientation
SD = Skill Development

INTRODUCTION

This Teacher Guide to Computer Integration for Home Economics was compiled by a group of Home Economics instructors through the Education for Technology Employment (ETE) Project--an initiative funded by the Illinois State Board of Education.

After students are taught the basic computer skills outlined in the beginning of this guide, the learning activities can be used as an integral part of the instructional program. One or more computers are the only hardware needed to complete these activities. Setting up rotating teams is one way to insure access to the computer by all students when only one or two is available.

These activities were written for use on the Apple II Series Computer. Tutorial, drill and practice, simulation, problem solving, and educational games are suggested methods of instruction. The objectives of each lesson are easily identified to enable teachers to assess its suitability for their needs and the needs of their students. Page numbers for student handouts, which are included in the program documentation, are listed.

Although this handbook addresses the needs of Home Economics teachers, instructors of other disciplines may find it useful as well.

SHOULD YOU HAVE COMPUTER DIFFICULTIES . . .

COMMON ERROR MESSAGES

Syntax Error

Problem: The computer does not understand the information typed.

Solution: Check what was typed for spelling errors and retype.

I/O Error

Problem: The computer is having a problem reading or writing information from or to the disk drive. Diskette may not have been initialized.

Solution: Stop the computer by following #3. Remove the diskette from the drive and try positioning it again.

File Not Found

Problem: The computer cannot find the name of the file or program which was requested.

Solution: Check the name of the program which you typed against the one listed in the catalog. They must be identical. Retype your execution statements.

Language Not Available

Problem: The language the program is written in is not available on the equipment you are using.

Solution: Move to another machine which has the language in it. If it is not available, you cannot run the program.

Write Protect Error

Problem: The diskette has a write protect tab on it. Nothing can be written to the diskette.

Solution: Remove the write protect tab or use another diskette.

Program Too Large

Problem: The machine which you are currently working on does not have enough memory to execute the program.

Solution: Move to another machine which has more memory.

File Type Mismatch

Problem: The program you are trying to run is the incorrect type.

Solution: See the handout entitled "Running a Program."

TROUBLESHOOTING OR WHAT TO DO IF

1. You type a wrong character .....

   Press the key for each character you wish to erase. Notice the blinking light (cursor) moving back to the mistake. Now retype the characters to the end of the line.

2. The computer types a question mark and waits .....

   Type the data which the computer requested. If the cursor is still blinking after the data has been typed, press the RETURN key.

3. The computer is running and you wish to stop it .....

   Press and hold down the CONTROL key and the RESET key together.
   OR
   Press and hold down the CONTROL key and the letter C.

4. You are only getting printing on the bottom 4 lines of the screen.

   Stop the computer from running by following #3. Next type the word TEXT followed by the RETURN key. Rerun the program.

5. You would like to restart the diskette from the beginning.

   Turn the machine off and turn it on again.
   OR
   Stop the computer from running by following #3. Next type PR#6 and press the RETURN key. If computer is an Apple IIe series, press and hold down the CONTROL key, the RESET key, and the OPEN APPLE key together.

6. You would like to clear the screen .....

   Stop the computer from running by following #3. next type the word HOME and press the RETURN key.

7. Nothing seems to be working and strange combinations of letters are appearing on the screen. An * appears on the screen instead of a blinking cursor.

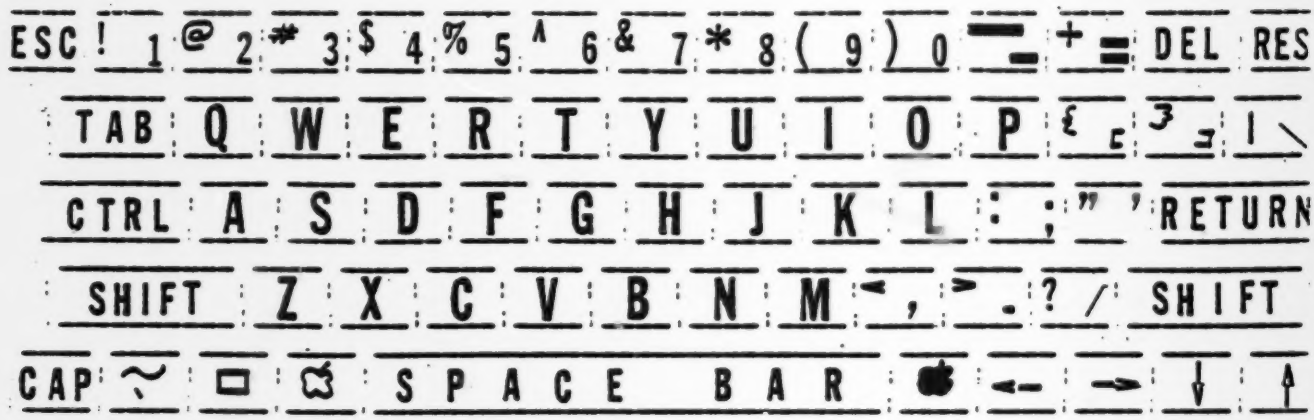
   You are in machine language. Don't worry. Type 3DOG. Make sure you type a zero and press the RETURN key after the G.
   OR
   Turn the machine off and turn it on again to restart.

8. The disk drive light stays on and the diskette continues to spin but nothing seems to be happening.

Follow steps in #3. Open the drive door and check to see if the diskette is in proper position and try to restart the system, #5.

APPLE SERIES KEYBOARD OPERATION

APPLE 2E KEYBOARD



ESC — ESCAPE - is used to give the entire keyboard another set of functions. It is primarily used in BASIC language programming to help in making corrections. This key acts like a switch. Press it once, it's on. Press it again and it turns off.

TAB — TAB - moves the cursor to the next tab position, usually eight positions to the right.

CTRL — CONTROL - it also is used to give keys an additional set of functions. This key must be held down while the other key is pressed. Try pressing the CTRL key and the letter S while a program is running. It stops the execution of the program. Then press any other key on the board and it starts where it stopped.

SHIFT — SHIFT - is used to obtain the upper character shown on several keys. The APPLE II+ is not, without modification, able to output lower case letters to the monitor. Hold the shift key down and press the desired key.

CAP — CAPS LOCK - acts as a shift lock. All programs should be entered with the CAPS LOCK key in the on (down) position.

POWER LIGHT - just as the name implies; this is not a key at all. It is an indication light to let you know that the power is on. However, the light could be out, so make sure by checking the switch on the back of the computer.

OPEN APPLE - use this key to reboot the system. Press and hold the CONTROL, OPEN APPLE, AND RESET keys together. This key sequence emulates a PR#6 on the machine.

CLOSED APPLE - use this key to run the built-in self-test function of the 2E. Press and hold the CONTROL, CLOSED APPLE, AND RESET key together.

LEFT ARROW - erases by backspacing. When you make a mistake simply use the left arrow key to backup and retype.

RIGHT ARROW - is used as a copy key. After you have corrected a character in the middle of a line just use the right arrow key and copy the rest.

UP ARROW - moves the cursor up a line without erasing what is typed.

DOWN ARROW - moves the cursor down a line without erasing what is typed.

RETURN - RETURN - signals to the computer that you have finished either a line or programming or a response which it asked for. Anything which is to the right of the cursor is ignored.

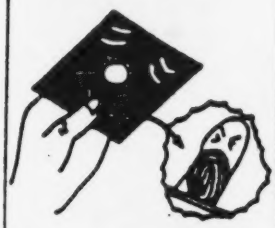
RESET - RESET - when pressed will interrupt and terminate the program which is presently being executed (shown on the computer). On some machines the CTRL key and the RESET key must be pressed to interrupt and terminate the program.

DELETE - DELETE - is used by programs.

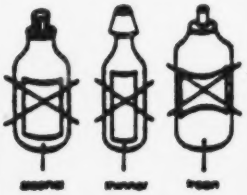
THE CARE AND USE
OF FLOPPY DISK
DIAGRAM SHEET

CARE OF DISKETTES

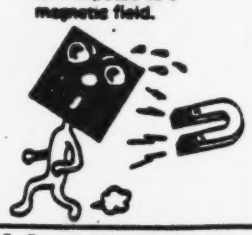
1. Do not touch disk surface. It is easily contaminated, which causes errors.



2. Do not use alcohol, thinners or freon to clean disk.

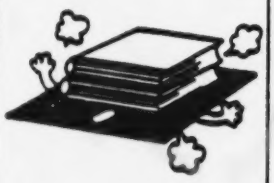


3. Do not use magnets or magnetized objects near the disk.
Data can be lost from a disk exposed to a magnetic field.

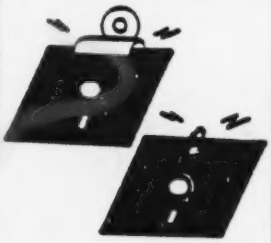


4. Do not bend or fold the disk.

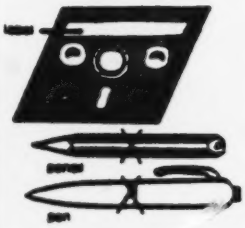
5. Do not place heavy objects on the disk.



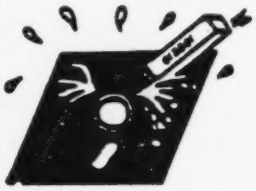
6. Do not use rubber bands or paper clips on the disk.



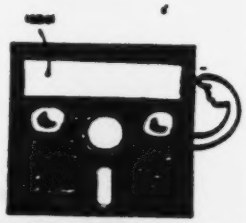
7. Do not write on disk label with pencil or ball-point pen. Use felt-tip pen only.



8. Do not use erasers on disk.

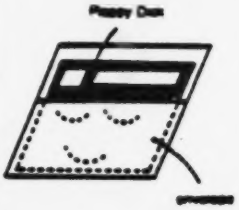


9. Apply index label to the right of our label.
Do not use labels in layers.

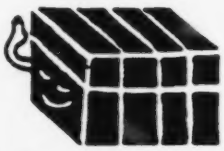


10. Insert carefully, by grasping upper edge and placing it into the drive.

11. Keep disk in its protective envelope when not in use.

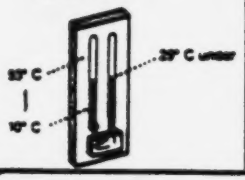


12. Disks not being used should be stored vertically in their box.

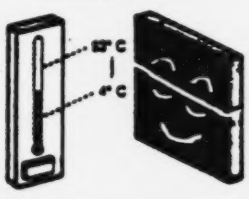


13. Do not expose the disk to excessive heat or sunlight.

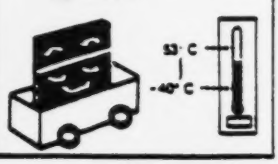
14. Operating environment:
A. Temperature 10°C to 50°C (50°F to 122°F)
B. Wet Bulb Temperature: Less than 29°C
C. Relative Humidity: 20% to 80%



15. Storage environment:
A. Temperature: 4°C to 53°C (40°F to 127°F)
B. Relative Humidity: 8% to 80%)



16. While in transit the disk should be in its envelope in a protective box within the following ranges:
A. Temperature: -40°C to 53°C (-40°F to 127°F)
B. Relative Humidity: 8% to 80%



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SUGGESTED SECONDARY VOCATIONAL HOME ECONOMICS OCCUPATIONS PROGRAMS

SUGGESTED SECONDARY VOCATIONAL HOME ECONOMICS OCCUPATIONS PROGRAMS

PROGRAMS	EXPLORATION/ORIENTATION		SKILL DEVELOPMENT	
	Ninth Year Year Course	Tenth Year Semester Courses	Eleventh Year or Equivalent	Twelfth Year or Equivalent
OCCUPATION OF HOMEMAKING (20.0101)		Child Development Clothing & Textiles I Foods & Nutrition I	Living Environments Resource Management	Adult Living Parenting
CHILD CARE (20.0201)		Child Development Foods & Nutrition I	Child Care Occupations I and/or Home Economics Related Occupations	Child Care Occupations II and/or Home Economics Related Occupations
COMPANION TO THE AGED (20.0602) or HUMAN SERVICES (20.0211)		Child Development Clothing & Textiles I Foods & Nutrition I Human Development	Interacting with the Elderly and/or Human Services Home Economics Related Occupations	Understanding of and Employment with the Elderly and/or Home Economics Related Occupations
FOOD SERVICE (20.0401)		Foods & Nutrition I Foods & Nutrition II	Food Services & Management I and/or Home Economics Related Occupations	Foods Services & Management II and/or Home Economics Related Occupations
FASHION/FABRIC COORDINATOR (20.0306)		Clothing & Textiles I Clothing & Textiles II	Fashion/Fabric Coordinator I and/or Home Economics Related Occupations	Fashion/Fabric Coordinator II and/or Home Economics Related Occupations

ORIENTATION: If Home Economics is offered in the Middle School/Jr. High, semester subject matter courses may be offered.

HOME ECONOMICS: Content foods and nutrition; clothing & textiles; housing & home furnishings; resource management; personal relationships

FHA-HERO is an integral part of the instructional content of all courses in the programs.

TEACHER'S GUIDE TO COMPUTER ACTIVITIES

THE SOFTWARE

Title: The Eating Machine, "Comparing Individual Food Items"

The Eating Machine software is quite versatile, thus the following six "Teacher's Guide to Computer Activities" have been written: An Analysis of My Favorite Recipe, Comparing Individual Food Items, Fad Diet Facts You Should Know, Individual Dietary Analysis, People with Special Diets, and Reading Food Labels.
(Suggest individual student copy data disks.)

Author: Barbara Thorne
Publisher: Muse Software
Address: 347 N. Charles St.
Baltimore, MD 21201
301/659-7212

List Price: $49.95
Copyright Date:

THE HARDWARE

48K Apple II, Apple II+, or Apple IIE, one or two disk drives, monitor, Applesoft ROM, DOS 3.3, optional: second disk drive, printer

ABOUT THE LESSON

The student will select two foods to compare and enter the data into the computer and print results of the comparison.

COMPARING INDIVIDUAL FOOD ITEMS

*This lesson may be done in pairs, small lab groups or individually.

*Many people are confused about the nutritional values of different foods (ex: 2% milk, whole milk, skim milk), this lesson will provide students with a way to compare nutritive values of different foods.

INTRODUCTION OF COMPUTER ACTIVITY

The Eating Machine requires some information about you in order to determine your approximate nutritional needs. After you enter your name, age, and sex, the program will tell you a broad range calorie goal that would fit a wide variety of people similar to yourself. The range is broad because people vary a great deal in their calorie needs--depending on several hard-to-measure variables such as activity level, occupation, basic metabolic rate, and other subtle factors.

Accept the calorie range given for now. If you eat your usual foods and carefully enter those foods into the Eating Machine for at least three days, you will have an accurate daily average of how many calories you are typically eating. Then you will have some solid data on which to base any decision to get a different calorie range goal.

PREPARING FOR THE COMPUTER

Students must have a knowledge of how to categorize foods (beverages/dairy & eggs/fats and oils/etc).

The teacher should demonstrate how to input food items and how to change meals.

The teacher should demonstrate how to record and printout data.

The teacher should set systems options (p. 6&7 in operating handbook).

Students should run starting menu #4 practice controls before entering data.

Students should have a copy of the data disk to store his/her personal information.

Students should choose an index card with food comparison examples or create their own (ex: milk /white bread vs. wheat bread/ butter vs. margarine/ cereals/ chicken vs. beef).

THE COMPUTER ACTIVITY

1. Students should enter foods to be compared. (p. 15-16)
2. Students should print results of the comparison. (p. 21)

AFTER THE COMPUTER

1. Students are to write an analysis of their comparison findings.
2. Use information from Ch. 6 Important Nutritional Information in handbook.
3. What are the significant differences in the food item?
   Which is more nutritionally sound?
   Which would be the better buy for the food dollar?

ADDITIONAL SUGGESTED ACTIVITIES

Students may do more comparisons.

They might find an article from a magazine or popular tabloid to evaluate and share with the class.

THE SOFTWARE

Title: The Eating Machine, "Individual Dietary Analysis"

The Eating Machine software is quite versatile, thus the following six "Teacher's Guide to Computer Activities" have been written: An Analysis of My Favorite Recipe, Comparing Individual Food Items, Fad Diet Facts You Should Know, Individual Dietary Analysis, People with Special Diets, and Reading Food Labels.
(Suggest individual student copy data disks.)

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301/659-7212

List Price: $49.95
Copyright Date:

THE HARDWARE

48K Apple II, Apple II+, or Apple IIE, one or two disk drives, monitor, Applesoft ROM, DOS 3.3, optional: second disk drive, printer

ABOUT THE LESSON

The student will be able to record daily food intake for three days, enter data into computer, print nutritional values, and compare their diet to a recommended diet in the documentation.

Students will use three days intake and write an analysis of their dietary intake.

Students will write five suggestions of how to improve their diet.

INDIVIDUAL DIETARY ANALYSIS

This lesson may be done in pairs, small lab groups or individually.

This lesson covers ways to get nutritional information about individual dietary patterns.

INTRODUCTION OF COMPUTER ACTIVITY·

The Eating Machine requires some information about you in order to determine your approximate nutritional needs. After you enter your name, age, and sex, the program will tell you a broad range calorie goal that would fit a wide variety of people similar to yourself. The range is broad because people vary a great deal in their calorie needs--depending on several hard-to-measure variables such as activity level, occupation, basic metabolic rate, and other subtle factors.

Accept the calorie range given for now. If you eat your usual foods and carefully enter those foods into the Eating Machine for at least three days, you will have an accurate daily average of how many calories you are typically eating. Then you will have some solid data on which to base any decision to get a different calorie range goal.

PREPARING FOR THE COMPUTER

Students must have a knowledge of how to categorize foods (beverages/dairy & eggs/fats and oils/etc).

The teacher should demonstrate how to input food items and how to change meals.

The teacher should demonstrate how to record and printout data.

The teacher should set systems options (p. 6&7 in operating handbook).

Students should record their food intake for three days using the Daily Intake Record Sheet (use handout #1, Daily Intake Record Sheet).

Students should run starting menu #4 practice controls before entering data.

Students should have a copy of the data disk to store his/her personal information.

THE COMPUTER ACTIVITY

1. The student should enter personal data, p. 11-14 handbook.
2. Check bar graphs for results and consultation of intake, p. 18-19 software documentation.
3. Print today's scores, p. 21 software documentation.

AFTER THE COMPUTER

1. Students are to write an analysis of their dietary intake.
2. Students are to write five suggestions to improve their dietary habits.
3. Use information from Ch. 6 Important Nutritional Information from handbook, p. 40-54.

ADDITIONAL SUGGESTED ACTIVITIES

Students may wish to develop menus for fictional characters and record daily intake for them.

--Brian Basic 4--Eats only the correct amounts from each of the basic four each day.

--Jana Junk Food--Usually has a Coke for breakfast, McDonald's for lunch, and Pizza Hut for dinner. Oh yes, don't forget that Twinkie for an after school snack!

HANDOUTS

1. Refer to attached handout #1, "Daily Intake Record Sheet."
2. Xerox p. 55 and 56 from handbook.
3. Xerox p. 40-54 on Nutrition Information from Eating Machine documentation. Place copies in file folders for easy student access.

DAILY INTAKE RECORD SHEET

NAME _____

AGE _____

SEX _____

CALORIE GOAL RANGE _____

DAY 1 DATE _____ DAY 2 DATE _____ DAY 3 DATE _____

MEAL	FOOD/AMOUNT	FOOD/AMOUNT	FOOD/AMOUNT
BREAKFAST			
LUNCH			
DINNER			
SNACKS			

TEACHER'S GUIDE TO COMPUTER ACTIVITIES

THE SOFTWARE

Title: The Eating Machine, "Fad Diet Facts You Should Know"

The Eating Machine software is quite versatile, thus the following six "Teacher's Guide to Computer Activities" have been written: An Analysis of My Favorite Recipe, Comparing Individual Food Items, Fad Diet Facts You Should Know, Individual Dietary Analysis, People with Special Diets, and Reading Food Labels.
(Suggest individual student copy data disks.)

Author: Barbara Thorne
Publisher: Muse Software
Address: 347 N. Charles St.
Baltimore, MD 21201
301/659-7212

List Price: $49.95
Copyright Date:

THE HARDWARE

48K Apple II, Apple II+, or Apple IIE, one or two disk drives, monitor, Applesoft ROM, DOS 3.3, optional: second disk drive, printer

ABOUT THE LESSON

The student will select a fad diet, enter data to computer, print nutritional analysis, and compare fad diet to a recommended diet in the documentation. Student will use their comparison to write an analysis of their dietary intake. The student will write five ways to improve fad diet.

FAD DIETS/FACTS YOU SHOULD KNOW

This lesson may be done in pairs, small lab groups or individually.

This lesson covers ways to get nutritional information about fad dietary patterns.

INTRODUCTION OF COMPUTER ACTIVITY

The Eating Machine requires some information about you in order to determine your approximate nutritional needs. After you enter your name, age, and sex, the program will tell you a broad range calorie goal that would fit a wide variety of people similar to yourself. The range is broad because people vary a great deal in their calorie needs--depending on several hard-to-measure variables such as activity level, occupation, basic metabolic

rate, and other subtle factors.

Accept the calorie range given for now. If you eat your usual foods and carefully enter those foods into the Eating Machine for at least three days, you will have an accurate daily average of how many calories you are typically eating. Then you will have some solid data on which to base any decision to get a different calorie range goal.

PREPARING FOR THE COMPUTER

Students must have a knowledge of how to categorize foods (beverages/dairy & eggs/fats and oils/etc.)

The teacher should demonstrate how to input food items and how to change meals.

The teacher should demonstrate how to record and printout data.

The teacher should set systems options (p. 6&7 in operating handbook).

Students should select a fad diet found in a magazine or tabloid (ex: Nutri-systems, Beverly Hills, Weight Watchers, Basic 4 Home Economics, don't forget athletic diets!).

Students should run starting menu #4 practice controls before entering data.

Students should have a copy of the data disk to store his/her personal information.

THE COMPUTER ACTIVITY

1. The student should enter fad diet data p. 11-14 handbook.
2. Check bar graphs for results and consultation of intake, p. 18-19.
3. Print today's scores, p. 21.

AFTER THE COMPUTER

1. Students are to write an analysis of their fad dietary intake.
2. Students are to write five ways to improve the fad dietary habits. Use information from Ch. 6 Important Nutritional Information from handbook, p. 40-54, (handout #2).
3. Have each group present their findings to the class.
4. Discuss the advantages and disadvantages of these "fad" diets.

ADDITIONAL SUGGESTED ACTIVITIES

Guest speakers could include a dietitian, a Nutri-Systems or Weight Watchers director or participant.

HANDOUTS

1. Handout #1, Daily Intake Record Sheet.
2. Refer to software documentation, p. 40-54 on Nutrition Information. Place copies in file folders for easy student access.

DAILY INTAKE RECORD SHEET

NAME _____

AGE _____

SEX _____

CALORIE GOAL RANGE _____

DAY 1 DATE _____ DAY 2 DATE _____ DAY 3 DATE _____

MEAL	FOOD/AMOUNT	FOOD/AMOUNT	FOOD/AMOUNT
BREAKFAST			
LUNCH			
DINNER			
SNACKS			

TEACHER'S GUIDE TO COMPUTER ACTIVITIES

THE SOFTWARE

Title: The Eating Machine, "People with Special Diets"

The Eating Machine software is quite versatile, thus the following six "Teacher's Guide to Computer Activities" have been written: An Analysis of My Favorite Recipe, Comparing Individual Food Items, Fad Diet Facts You Should Know, Individual Dietary Analysis, People with Special Diets, and Reading Food Labels.

Author: Barbara Thorne
Publisher: Muse Software
Address: 347 N. Charles St.
Baltimore, MD 21201
301/659-7212

List Price: $49.95
Copyright Date:

THE HARDWARE

48K Apple II, Apple II+, or Apple IIE, one or two disk drives, monitor, Applesoft ROM, DOS 3.3, optional: second disk drive, printer

ABOUT THE LESSON

Student will select an individual with a special dietary need, record his/her food intake for three days, program the information into the computer and printout the diet. Compare the diet to a recommended diet in the documentation. Analyze your results.

PEOPLE WITH SPECIAL DIETS

This lesson may be done in pairs, small lab groups or individually.

This lesson covers ways to get nutritional information about fad dietary patterns.

INTRODUCTION OF COMPUTER ACTIVITY

The Eating Machine requires some information about you in order to determine your approximate nutritional needs. After you enter your name, age, and sex, the program will tell you a broad range calorie goal that would fit a wide variety of people similar to yourself. The range is broad because people vary a great deal in their calorie needs--depending on several hard-to-measure variables such as activity level, occupation, basic metabolic rate, and other subtle factors.

Accept the calorie range given for now. If you eat your usual foods and carefully enter those foods into the Eating Machine for at least three days, you will have an accurate daily average of how many calories you are typically eating. Then you will have some solid data on which to base any decision to get a different calorie range goal.

PREPARING FOR THE COMPUTER

The teacher should demonstrate how to input food items and how to change meals.

The teacher should demonstrate how to record and printout data.

The teacher should set systems options (p. 6&7 in operating handbook).

Students should select a special person to record dietary intake.

Students should record food intake for three days using the Daily Intake Record Sheet (see handouts) of a special person (ex: child, teen, pregnant woman, grandpa or grandma, mom or dad, teacher, diabetic, congressperson, kidney dialysis patient, high blood pressure patient).

Students should run starting menu #4 practice controls before entering data.

Students should have a copy of the data disk to store his/her personal information.

THE COMPUTER ACTIVITY

1. Check bar graphs for results and consultation of intake, p. 18-19.
2. Print today's scores, p. 21.

AFTER THE COMPUTER

1. Students are to write an analysis of their person's dietary intake.
2. Students are to write ways to improve that person's dietary habits. Use information from Ch. 6 Important Nutritional Information from handbook, p. 40-54.
3. Have each group present their findings to the class.
4. Discuss the differences in the people's diets.
   What are the differences?
   Why are there differences?
   How are eating habits changed because of changes in life style or life cycles?

ADDITIONAL SUGGESTED ACTIVITIES

An excellent resource person would be the hospital dietitian. A field trip to that person's facility would be excellent for showing how each person's diet varies in a hospital.

HANDOUTS

1. Handout #1, Daily Intake Record Sheet.
2. Refer to software documentation, p. 40-54 on Nutrition Information. Place copies in file folders for easy student access.

DAILY INTAKE RECORD SHEET

NAME _____

AGE _____

SEX _____

CALORIE GOAL RANGE _____

DAY 1 DATE _____ DAY 2 DATE _____ DAY 3 DATE _____

MEAL	FOOD/AMOUNT	FOOD/AMOUNT	FOOD/AMOUNT
BREAKFAST			
LUNCH			
DINNER			
SNACKS			

TEACHER'S GUIDE TO COMPUTER ACTIVITIES

THE SOFTWARE

Title: The Eating Machine, "Reading Food Labels"

The Eating Machine software is quite versatile, thus the following six "Teacher's Guide to Computer Activities" have been written: An Analysis of My Favorite Recipe, Comparing Individual Food Items, Fad Diet Facts You Should Know, Individual Dietary Analysis, People with Special Diets, and Reading Food Labels.
(Suggest individual copy data disk for student.)

Author: Barbara Thorne
Publisher: Muse Software
Address: 347 N. Charles St.
Baltimore, MD 21201
301/659-7212

List Price: $49.95
Copyright Date:

THE HARDWARE

48K Apple II, Apple II+, or Apple IIE, one or two disk drives, monitor, Applesoft ROM, DOS 3.3, optional: second disk drive, printer

ABOUT THE LESSON

They will be comparing similar food product label information.

READING FOOD LABELS

This lesson may be done in pairs, small lab groups or individually.

Students will identify the procedure for comparing food labels.

INTRODUCTION OF COMPUTER ACTIVITY

On food labels, the nutrient listing does not follow exactly the same format. Calories are still listed as calories, and protein, fat, and carbohydrates are still shown in grams. Sodium, if listed at all, is listed in mg. But the other nutrients (such as vitamins A and C, calcium, and iron) are shown as percentages of the USRDA.

This is done to try to make the package labels more meaningful to the average person. Most people do not know how many mg. of vitamin C they should have each day, so the knowledge that a particular food has 30 mg. of vitamin C does not tell them whether the food is a good vitamin source or not. However, if the food provides 50% of the USRDA, that is easier to understand.

PREPARING FOR THE COMPUTER

Students must have a knowledge of how to categorize foods (beverages/dairy & eggs/fats and oils/etc.)

The teacher should demonstrate how to input food items and how to change meals.

The teacher should demonstrate how to record and printout data.

The teacher should set systems options (p. 6&7 in operating handbook).

Students should run starting menu #4 practice controls before entering data.

Students should have a copy of the data disk to store his/her personal information.

Students should choose a food label or product.

THE COMPUTER ACTIVITY

1. Students should enter foods to be compared. (p. 15-16)
2. Students should print results of the comparison. (p.21)

AFTER THE COMPUTER

1. Students are to write an analysis of their comparison findings.
2. Use information from Ch. 6 Important Nutritional Information in handbook.
3. What are the significant differences in the food item?
   Which is more nutritionally sound?
   Which would be a better buy for the food dollar?
4. Does the item meet, fall far below or exceed USRDA requirements for each nutrient?

ADDITIONAL SUGGESTED ACTIVITIES

Students may do more comparisons. They might find an article from a magazine or popular tabloid to evaluate and share with the class.

Students may plan a menu for the week for their family and run a label analysis on all foods.

HANDOUTS

1. Refer to software documentation on pp. 55-56.
2. Refer to software documentation on pp. 40-54.

TEACHER'S GUIDE TO COMPUTER ACTIVITIES

THE SOFTWARE

Title: The Eating Machine, "An Analysis of My Favorite Recipe"

The Eating Machine software is quite versatile, thus the following six "Teacher's Guide to Computer Activities" have been written: An Analysis of My Favorite Recipe, Comparing Individual Food Items, Fad Diet Facts You Should Know, Individual Dietary Analysis, People with Special Diets, and Reading Food Labels.
(Suggest individual copy data disk for student.)

Author: Barbara Thorne
Publisher: Muse Software
Address: 347 N. Charles St.
Baltimore, MD 21201
301/659-7212

List Price: $49.95
Copyright Date:

THE HARDWARE

48K Apple II, Apple II+, or Apple IIE, one or two disk drives, monitor, Applesoft ROM, DOS 3.3, optional: second disk drive, printer

ABOUT THE LESSON

Student will select a recipe and program the ingredients into the computer and print a nutritional analysis of the recipe.

AN ANALYSIS OF MY FAVORITE RECIPE

*This lesson may be done in pairs, small lab groups or individually.

To use this versatile section of the program, choose the option Analyze a Recipe from the main menu of the File Maintenance program.

This option allows you to combine any desired amounts of foods already in the eating machine data base into one new entry in the food list. Many dietitians also like to use it simply to analyze a recipe and print out a copy, without necessarily adding the food to the data base.

The Analyze a Recipe option can be used for an actual recipe, such as one for a cake, bread or casserole. It can also be used to combine foods that you usually eat at one time into a single entry--such as a favorite salad or sandwich combination, or your routine breakfast.

**Please note: The Analyze a Recipe option does not store a list of your recipe ingredients or their amounts. If you want to keep such a list for future reference, you must either print it or copy it from the screen. Do this before giving your OK to have the data recorded.

METHOD OF INSTRUCTION:

Tutorial

INTRODUCTION OF COMPUTER ACTIVITY

Teacher should present information on the nutritive values of foods and the importance of each nutrient to the body.

PREPARING FOR THE COMPUTER

Students must have a knowledge of how to categorize foods (beverages/dairy & eggs/fats and oils/etc.)

The teacher should demonstrate how to input food items and how to change meals.

The teacher should demonstrate how to record and printout data.

The teacher should set systems options (p. 6&7 in operating handbook).

Students should run starting menu #4 practice controls before entering data.

Students should have a copy of the data disk to store his/her personal information.

Students should choose a favorite recipe.

THE COMPUTER ACTIVITY

1. Students should complete the following activities while rotating to use the computer: computer work, oral presentation, written presentation, lab plan for recipe.
2. Follow instructions for entering a recipe on page 32 or user manual.

AFTER THE COMPUTER

1. Lab group will prepare this recipe for the entire class.
2. Students are to write an analysis of their comparison findings. Use information from Ch. 6 Important Nutritional Information in handbook.
3. Author and Chef present nutritional information to class.
4. Class will discuss nutritive value of prepared recipe.
5. Entire class will evaluate the recipe.

ADDITIONAL SUGGESTED ACTIVITIES

Students may gain extra credit for doing a similar presentation for their family, school personnel, Home Economics advisory committee, or peers.

HANDOUTS

1. Refer to attached Handout #1, "Sample Recipe and Analysis."
2. Refer to software documentation on pp. 55-56.
3. Refer to software documentation on pp. 40-54.

RECIPE TO BE ANALYZED

PANCAKES

2 C. WHITE FLOUR
1 t. BAKING POWDER
2 EGGS
C. MILK

BEAT ALL INGREDIENTS WITH A HAND BEATER UNTIL SMOOTH. POUR SCANT 1/4 C. OF BATTER ONTO HOT GRIDDLE. (GREASE IF NECESSARY) COOK UNTIL DRY AROUND EDGES, TURN; COOK UNTIL GOLDEN BROWN.

MAKES ABOUT 13 PANCAKES.

THE EATING MACHINE RECIPE ANALYZER

RECIPE NAME: PANCAKES
DISPLAY GROUP: MISCELLANEOUS
SERVES: 4

INGREDIENT	AMOUNT	CALO-RIES	% OF CALORIES FROM PRO	CHO	FAT	ALC	PRO-TEIN	VITAMINS A	C	CAL-CIUM	IRON	SOD-IUM
							GM	IU	MG	MG	MG	MG
FLOUR-WHITE ENR	2 CUP	818	12%	86%	2%	0%	26	0	0	36	6.4	4
BAKING POWDER	1 TSP	4	0%	100%	0%	0%	0	0	0	188	0	247
EGG RAW WHOLE	2 MED	156	30%	1%	69%	0%	12	1140	0	52	2.2	118
MILK-2%	1 CUP	121	26%	37%	37%	0%	8	500	2	297	.1	122
PANCAKES	1 SERVG	275	17%	67%	16%	0%	12	410	1	143	2.2	123

**********PLACE COPY OF THIS SHEET IN FILE**********

THE SOFTWARE

Title: The Microwave Oven
Author:
Publisher: Orange Juice Software Systems
Address: 338 South Arch Ave.
New Richmond, WI 54107
715/246-3588

List Price: $95.00
Copy Right Date:

THE HARDWARE

These systems diskettes are designed to operate on the Apple II+, IIe, and IIc with minimum 48K memory and 3.3 dos., one disk drive, one monitor.

ABOUT THE LESSON

The student will demonstrate knowledge of microwave computer program by scoring 85% or above on unit test.

The Microwave oven package is presented in a 2 disk set. Programs are recommended to be viewed in the following sequence:

Disk I:	I.	Introduction to the Microwave Oven Unit
	II.	Characteristics of Microwaves
Disk II:	I.	How microwaves Heat Food
	II.	Comparison of Microwave cooking to conventional methods
	III.	Microwave oven safety
	IV.	Factors that affect microwave cooking
	V.	Microwave Attack (Review Game for the Unit)

INTRODUCTION OF COMPUTER ACTIVITY

PREPARING FOR THE COMPUTER

Alert your students to the noise on/off option.

To advance the programs on screens containing a mixture of text and graphics, press the space bar.

To exit or break-out of any portion of the programs contained in this unit, press RESET or CRTL-RESET where applicable, to reboot the disk. This will return you to the main menu.

THE COMPUTER ACTIVITY

The students should be divided into small lab groups. (4 or less) The students will rotate stations to use the computer. (Do not let them "Play" Macro Attack at this time. It should be saved as a bonus for the group that has the cleanest kitchen.) Students should be given a number within their group. (i.e.: Group one will use the computer first. Student number one will operate the computer first.) Station 1--Computer, program disks I and II, copies of worksheets for each person, and pencils.

AFTER THE COMPUTER

Although the utilization of the program will vary depending on teacher need and application, several suggested uses would include:

1. Make-up work for the long term absentee.
2. Small group viewing, freeing the teacher for individual assistance of lab students; especially useful in an overcrowded situation.
3. Large group presentation of new concepts.
4. Group or individual review work.
5. Required viewing as part of an individualized task or goal oriented study packet.
6. Extra credit or enrichment activities.

ADDITIONAL SUGGESTED ACTIVITIES

Teacher may demonstrate how to set up an experiment station. Conduct the following as experiment stations with the microwave. (Each student MUST read directicns for the experiment station FIRST! Remember SAFETY!)

1. Observe the expansion of air molecules when heat is applied to a glass of water covered tightly with plastic wrap. Heat for 45 seconds at high power.

Conduct the following as experiment stations with the microwave. Each lab group will be responsible for setting up, demonstrating, and evaluating the validity of the newly learned concept.

1. Heating/Non-heating of dishes
2. Quantity of foods
3. Size of foods
4. Shape of foods
5. Density of food
6. Amount of bone
7. Amount of fat
8. Amount of water content in food item

HANDOUTS

Xerox pages 7, 8, and 9 from documentation to pass out to small groups, so that they have facts to develop their experiment demonstration. The following handouts and keys are found in the documentation of the Microwave Oven program package:

*Viewing worksheet for disk one
*Viewing worksheet for disk two

(Both worksheets contain eight questions. If students are divided into lab groups of 4, each student can take turns operating the computer and recording information on the worksheets.)

*Unit test--Refer to software documentation

TEACHER'S GUIDE TO COMPUTER ACTIVITIES

THE SOFTWARE

Title: Planning Nutritious Meals (a meal planning simulation)
Author:
Publisher: C.W. Publications
Address: P.O. Box 744
Sterling, IL 61081

List Price: $45.00
Copy Right Date: 1984

THE HARDWARE

The guide is written for Apple II series computers.

ABOUT THE LESSON

A student will plan menus for up to seven days and will get the total nutritional value for a meal or a complete day . The RDA for each sex can be compared with the student's menus. The student will plan menus for up to seven days, comparing nutritional totals for each day.

INTRODUCTION OF COMPUTER ACTIVITY

Students should have prior knowledge of the Basic 4 Food Groups and basic nutrition.

METHOD OF INSTRUCTION

Simulation for an individual.

PREPARING FOR THE COMPUTER

Using MENU PLANNER (p.8) and FOOD LIST (pp.9-10) the student will plan a required number of meals.

THE COMPUTER ACTIVITY

The student will enter preplanned meals from "Menu Planner", p. 8, to obtain nutritional totals for each day. If printer is available, student should print a copy of their nutritional totals for each day. If a printer is unavailable, the student can copy down nutritional totals for each day onto "Nutritional Totals" handout p. 7.

AFTER THE COMPUTER

The student will compare daily nutritional totals and add or delete changes to upgrade daily meals.

ADDITIONAL SUGGESTED ACTIVITIES

Use handout #1 "Values Related to Food Choices"

HANDOUTS

Refer to software documentation:
- p.8--"Menu Planner"
- p.9-10--"Food List"
- p.7--"Nutritional Totals"

Refer to attached handouts:
- Handout #1--"Values Related to Food choices"

Handout #1

Topic: Values Related to Food Choices

Objective: Become more aware of the quality of personal eating habits.

Activity:

1. Ask students to write ten favorite foods in a column on a sheet of paper. In another column they should list ten disliked or least favorite foods. Then ask them to do the following:

   a. Mark a plus (+) by each food which is high in nutrients.

   b. Mark a minus (-) by each food which is low in nutrients.

   c. Place an (S) by each food which is high in salt and/or sugar.

   d. Place a star (*) by each food which is low in calories.

   e. Mark with (#) any food which you cannot stop eating, once started.

2. Next ask them to label each food on the list with the correct food group (Milk, Meat, Fruits and Vegetable, Bread and Cereals and Other).

3. Finally, ask students to write answers to the following questions:

   a. What food groups are more likely to be on your favorite list? on your disliked list?

   b. What did you learn about your food likes and dislikes from this exercise?

   c. Do you actually eat your favorite foods more often than your disliked foods?

   d. Would you be better off nutritionally if you ate your liked or your disliked foods?

Note: This activity was adapted from one described by Jack D. Osman, "Teaching Nutrition with a Focus on Values," Nutrition News, April 1973, Vol. 36, No. 2.

TEACHER'S GUIDE TO COMPUTER ACTIVITIES

THE SOFTWARE

Title: Nutrition--A Balanced Diet, Disk I
Author:
Publisher: Educational Materials and Equipment Co., 1982
Address: P.O. Box 17
Pelham, NY 10803

List Price: $32.00
Copy Right Date: 1982

THE HARDWARE

The guide is written for use on Apple II series computers.

ABOUT THE LESSON

OBJECTIVE

Using RDA requirements, the student will plan a diet and input information into computer. Upon completion of the software program, the student will identify deficiencies in their original diet plan and make any required adjustments to meet RDA requirements.

INTRODUCTION OF COMPUTER ACTIVITY

The student will build a balanced diet following RDA requirements for their age and sex.

METHOD OF INSTRUCTION

Problem solving activity for individual instruction.

PREPARING FOR THE COMPUTER

The student will complete Part I from handout #1, "Building A Balanced Diet," using RDA listing of foods, and/or handout #2, "For Better Nutrition, Eat Higher on the List."

THE COMPUTER ACTIVITY

The student will input data from question #1 on handout #1, "Building A Balanced Diet," so that they can answer question #2 on the same handout.

AFTER THE COMPUTER

Evaluation:

Students will add or delete from their ideal diet to improve the nutritional intake. See question #3 on handout #1, "Building A Balanced Diet." Rerun program with new data to achieve ideal diet.

ADDITIONAL SUGGESTED ACTIVITIES

Plan and evaluate a special needs diet. For example: diabetic, vegetarian, athletic, low sodium, etc.

Handout #3, "Values Related to Food Choices."

HANDOUTS

Refer to attached handouts:

Handout #1--"Building a Balanced Diet"

Handout #2--"For Better Nutrition, Eat Higher on the List"

Handout #3--"Values Related to Food Choices"

Handout #1

Building a Balanced Diet

Make up what you believe would be an ideal one-day diet to give you at least 100% RDA of calories, protein, calcium, iron, zinc and Vitamins A, B, and C.

Beverages

( ) _____
( ) _____
( ) _____
( ) _____
( ) _____
( ) _____
( ) _____

Proteins (meat, fish, eggs, cheese)

( ) _____
( ) _____
( ) _____
( ) _____
( ) _____
( ) _____
( ) _____

Soups, Sandwiches

( ) _____
( ) _____
( ) _____
( ) _____
( ) _____
( ) _____
( ) _____

Breads, Cereals, Pasta

( ) _____
( ) _____
( ) _____
( ) _____
( ) _____

Vegetables

( ) _____
( ) _____
( ) _____
( ) _____
( ) _____

Potatoes, Rice

( ) _____
( ) _____
( ) _____
( ) _____
( ) _____

Beans (baked, lima, soy), Nuts

( ) _____
( ) _____
( ) _____
( ) _____
( ) _____

Fruits

( ) _____
( ) _____
( ) _____
( ) _____
( ) _____

Desserts

( ) _____
( ) _____
( ) _____
( ) _____
( ) _____

Extras
(butter, jelly, sugar, cream, mayonnaise, catsup, etc.)

( ) _____
( ) _____
( ) _____

( ) _____
( ) _____
( ) _____

( ) _____
( ) _____
( ) _____

2. Enter your ideal diet into the computer. List any nutrients that are below 100% RDA.

3. What foods should you add to, or delete from, your ideal diet to improve your nutritional intake?

Handout #2

FOR BETTER NUTRITION, EAT HIGHER ON THE LIST

Dairy Products

1. Nonfat or low-fat milk
2. Low fat cottage cheese--other cheeses made with skim milk
3. Regular cheeses, cheese foods, whole milk
4. Cream cheese, spreads and dips, whipping cream
5. Toppings and "creamers" such as Cool Whip, Cremora
6. Synthetic puddings such as Cool 'n Creamy

Meats

1. Poultry--especially chicken and turkey (without skin)
2. Fish and veal--including tuna (especially water packed)
3. Liver and other organ meats
4. Fresh pork and beef (leaner cuts)
5. Canned products such as ravioli, chili and hash
6. Ham and other processed meats
   bacon, weiners, sausage, bologna, luncheon meats

(sometimes use eggs, beans, peanut butter, cheese and vegetable protein to replace meat)

Breads and Cereals

1. Whole grain breads (preferably home baked) and cereals (preferably hot) (unsweetened)
2. Enriched white bread and rolls--wheat germ
3. Nonenriched bakery products
4. Sweet rolls, doughnuts, coffee cakes, commercial sweet breads
5. Presweetened, ready-to-eat cereals

(Use peanut butter, cheese, home-made dips, and pastes instead of sweet spreads on bread--or bake in raisins, bananas, prunes, nuts, etc. and eat toasted.)

Sweeteners

1. Fresh fruits and juices, without added sugar
2. Dried fruits such as raisins, dates, figs, prunes, apricots
3. Molasses-sorghum
4. Brown sugar/honey/maple syrup
5. White sugar/syrup
6. Saccharin-cyclamates

Fruits

1. Fresh unsweetened fruits and juices
   especially good--citrus, melons, strawberries, berries, cherries, peaches, apricots
2. Frozen fruits, fruits canned without added sugar or artificial sweeteners
3. Prunes, dates, raisins
4. Canned fruit in syrup or frozen sweetened fruit or juices
5. Fruit drinks with low juice content--Hi-C, etc.
7. Imitation fruit juices--Tang, Start

Vegetables

1. Fresh or frozen without sauces or added salt
   especially good--asparagus, broccoli, greens of most types, cauliflower, lettuce, okra, peas, pumpkin
   (When cooking, bake or broil or steam, instead of frying)
2. Canned vegetables, those frozen with sauces or in TV dinners
3. Raw vegetables, if tolerated digestively
   especially good-dark green leaves, carrots, green peppers, tomatoes

Suggested Food Lists for Analysis

Dairy Group	Meat Group	Sweetners
Nonfat Milk	Chicken	Raisins
Skim milk cheese	Canned Tuna	Molasses
Velveeta	Fresh pork	Honey
Cream cheese	Canned ravioli	White sugar
Dream Whip pie	Hot dogs	Saccharin
Bread/Cereals	**Vegetables**	**Fruit**
Whole wheat bread	Greens--in salad	Fresh oranges
Wheat germ	Steamed fresh vegetables	Frozen fruit/no sugar
Plain enriched rolls	Frozen vegetables plain	Canned fruit/no added sugar
Sweet rolls	Canned vegetables	Fruit drink, such as Hi-C
Presweetened cereal	Frozen vegetables in sauces	Breakfast drink, such as Tang

Handout #3

Topic: Values Related to Food Choices

Objective: Become more aware of the quality of personal eating habits.

Activity:

1. Ask students to write ten favorite foods in a column on a sheet of paper. In another column they should list ten disliked or least favorite foods. Then ask them to do the following:

   a. Mark a plus (+) by each food which is high in nutrients.

   b. Mark a minus (-) by each food which is low in nutrients.

   c. Place an (S) by each food which is high in salt and/or sugar.

   d. Place a star (*) by each food which is low in calories.

   e. Mark with (#) any food which you cannot stop eating, once started.

2. Next ask them to label each food on the list with the correct food group (Milk, Meat, Fruits and Vegetable, Bread and Cereals and Other).

3. Finally, ask students to write answers to the following questions:

   a. What food groups are more likely to be on your favorite list? on your disliked list?

   b. What did you learn about your food likes and dislikes from this exercise?

   c. Do you actually eat your favorite foods more often than your disliked foods?

   d. Would you be better off nutritionally if you ate your liked or your disliked foods?

Note: This activity was adapted from one described by jack D. Osman, "Teaching Nutrition with a Focus on Values," Nutrition News, April 1973, Vol. 36, No. 2.

TEACHER'S GUIDE TO COMPUTER ACTIVITIES

THE SOFTWARE

Title: THE FOOD PROCESSOR
Publisher: ESHA Research
Address: P.O. Box 13028
Salem, Oregon 97309
List Price:
Copyright Date: 1985

THE HARDWARE

THIS PROGRAM IS WRITTEN FOR APPLE II SERIES COMPUTER. (A PRINTER IS HELPFUL).

ABOUT THE LESSON

Through the use of the analysis function of the program, the student will be able to compare full meals or recipes for nutritional value for 26 nutrients. The nutrient analysis may also be compared to the student's own RDA needs.

In this lesson the student will compare a health food yeast bread recipe with a traditional white yeast bread recipe.

INTRODUCTION OF COMPUTER ACTIVITY

Familiarize yourself and the students with the main menu of this program. Also have the students compile the food codes and the quantities for each item in the analysis.

PREPARING FOR THE COMPUTER

The students will need to have their food code list with them at the computer.

THE COMPUTER ACTIVITY

The student will:

1. input their personal RDA
2. input a health food yeast bread recipe of their choice
3. enter the number of servings for the recipe
4. compare the health food recipe to their RDA
5. optional-compute the sources for one nutrient at a time
6. input a traditional white bread recipe
7. enter the number of servings for the recipe
8. compare the white bread recipe to their RDA
9. optional-compute the sources for one nutrient at a time

The keyboarding skills of the student will be a factor on how long they will be using the computer. If they know how to keyboard, this activity will take about 15 to 20 minutes at the computer.

AFTER THE COMPUTER

Using the information generated by the program, the student will write a summary discussing which recipe yielded the most nutrition.

ADDITIONAL ACTIVITIES

If the students selected a variety of recipes to input, then a class discussion could be held to share the analysis summaries.

There are numerous ways in which to use this computer program:
--input a whole day's food intake and compare to personal RDA
--input two fast food menus for comparison
--input a therapeutic diet to check for missing nutrients
--input foods to check for specific nutrient content comparisons

HANDOUTS

Refer to attached Analysis Hardcopy samples:

Hardcopy Sample # 1
Hardcopy Sample # 2
Hardcopy Sample # 3
Hardcopy Sample # 4

RECOMMENDED DIETARY AMOUNTS - Hardcopy Sample # 1

NAME:	Carol	SEX:	Female
AGE GROUP:	15-18	WEIGHT:	130 pounds
HEIGHT:	66-72 in.	ACTIVITY LEVEL:	Moderate

CALORIES:	2222 **
PROTEIN:	47 G
DIETARY FIBER:	22 G *
VITAMIN A:	4000 IU
THIAMINE-B1:	1.1 MG
RIBOFLAVIN-B2:	1.3 MG
PYRIDOXINE-B6:	2 MG
COBALAMIN-B12:	3 MCG
FOLACIN:	400 MCG
NIACIN:	14.7 MG
PANTOTHENIC ACID:	7 MG *
VITAMIN C:	60 MG
VITAMIN E:	8 MG
CARBOHYDRATES:	322 G *
CHOLESTEROL:	300 MG *
FAT-UNSAT.:	49 G *
FAT-TOTAL:	74 G *
CALCIUM:	1200 MG
COPPER:	2.5 MG *
IRON:	18 MG
MAGNESIUM:	300 MG
PHOSPHORUS:	1200 MG
POTASSIUM:	3750 MG *
SELENIUM:	125 MCG *
SODIUM:	3000 MG *
ZINC:	15 MG

* NO SPECIFIC RDA: SUGGESTED VALUES.
** AVERAGE VALUE: INDIVIDUAL NEEDS MAY VARY.

NAME: 6 WHOLE GRAIN BREAD - Hardcopy Sample # 2

ITEMS ANALYZED:

2	T white sugar
2	T light molasses
21	Grm dry active yeast
2	T salt
3	T corn oil
1	C dry rolled oats
1	C soy flour (whole)
1	C light buckwheat flour
1	C light rye flour
1	C dry enriched cornmeal
4	C whole wheat flour
4	C all purpose flour-enr.

NUTRITIONAL ANALYSIS
PER SERVING (48 SERVINGS)

WEIGHT: 33.9 GRAMS (5.6 OUNCES)

CALORIES:	121
PROTEIN:	3.92 G
DIETARY FIBER:	1.67 G
VITAMIN A:	16.1 IU
THIAMINE-B1:	.174 MG
RIBOFLAVIN-B2:	.101 MG
PYRIDOXINE-B6:	.11 MG
COBALAMIN-B12:	0 MCG
FOLACIN:	35.6 MCG
NIACIN:	1.45 MG
PANTOTHENIC ACID:	.298 MG
VITAMIN C:	.000 MG
VITAMIN E:	1.72 MG
CARBOHYDRATES:	23.0 G
CHOLESTEROL:	0 MG
FAT-UNSAT.:	1.21 G
FAT-TOTAL:	1.59 G
CALCIUM:	14.0 MG
COPPER:	.144 MG
IRON:	1.37 MG
MAGNESIUM:	25.1 MG
PHOSPHORUS:	77.2 MG
POTASSIUM:	108 MG
SELENIUM:	9.54 MCG
SODIUM:	276 MG
ZINC:	.637 MG

CALORIES FROM: PROTEIN 13%
CARBOHYDRATES 75%
FATS 12%

NAME: WHITE BREAD - Hardcopy Sample # 3

ITEMS ANALYZED:

3	T white sugar
14	Grm dry active yeast
1	T salt
2	T vegetable shortening
6	C all purpose flour-enr.
1.5	C 2% lowfat milk

NUTRITIONAL ANALYSIS
PER SERVING (24 SERVINGS)

WEIGHT: 50.4 GRAMS (8.3 OUNCES)

CALORIES:	138
PROTEIN:	3.99 G
DIETARY FIBER:	.936 G
VITAMIN A:	31.2 IU
THIAMINE-B1:	.219 MG
RIBOFLAVIN-B2:	.182 MG
PYRIDOXINE-B6:	.074 MG
COBALAMIN-B12:	.055 MCG
FOLACIN:	30.4 MCG
NIACIN:	1.89 MG
PANTOTHENIC ACID:	.248 MG
VITAMIN C:	.145 MG
VITAMIN E:	1.10 MG
CARBOHYDRATES:	26.0 G
CHOLESTEROL:	1.37 MG
FAT-UNSAT.:	.973 G
FAT-TOTAL:	1.62 G
CALCIUM:	25.8 MG
COPPER:	.091 MG
IRON:	1.50 MG
MAGNESIUM:	11.1 MG
PHOSPHORUS:	49.2 MG
POTASSIUM:	65.0 MG
SELENIUM:	7.78 MCG
SODIUM:	283 MG
ZINC:	.471 MG

CALORIES FROM: PROTEIN 12%
CARBOHYDRATES 77%
FATS 11%

WHITE BREAD NUTRIENT ANALYSIS - Hardcopy Sample # 4

		CARBOHYDRATES (G)
14	Grm dry active yeast	.489
1.5	C 2% lowfat milk	17.5
3	T white sugar	37.3
1	T salt	Ø
2	T vegetable shortening	Ø
6	C all purpose flour-enr.	571
	TOTAL:	626 G

NAME: WHITE BREAD

ITEMS ANALYZED:

3	T white sugar
14	Grm dry active yeast
1	T salt
2	T vegetable shortening
6	C all purpose flour-enr.
1.5	C 2% lowfat milk

NUTRITIONAL ANALYSIS
PER SERVING (24 SERVINGS)
(Plus % RDA for Carol)

WEIGHT: 50.4 GRAMS (8.3 OUNCES)

CALORIES:	138	(6%)**
PROTEIN:	3.99 G	(8%)
DIETARY FIBER:	.936 G	(4%)*
VITAMIN A:	31.2 IU	(1%)
THIAMINE-B1:	.219 MG	(20%)
RIBOFLAVIN-B2:	.182 MG	(14%)
PYRIDOXINE-B6:	.074 MG	(4%)
COBALAMIN-B12:	.055 MCG	(2%)
FOLACIN:	30.4 MCG	(8%)
NIACIN:	1.89 MG	(13%)
PANTOTHENIC ACID:	.248 MG	(4%)*
VITAMIN C:	.145 MG	(0%)
VITAMIN E:	1.10 MG	(14%)
CARBOHYDRATES:	26.0 G	(8%)*
CHOLESTEROL:	1.37 MG	(%)*
FAT-UNSAT.:	.973 G	(2%)*
FAT-TOTAL:	1.62 G	(2%)*
CALCIUM:	25.8 MG	(2%)
COPPER:	.091 MG	(4%)*
IRON:	1.50 MG	(8%)
MAGNESIUM:	11.1 MG	(4%)
PHOSPHORUS:	49.2 MG	(4%)
POTASSIUM:	65.0 MG	(2%)*
SELENIUM:	7.78 MCG	(6%)*
SODIUM:	283 MG	(9%)*
ZINC:	.471 MG	(3%)

* No specific RDA: Suggested Values.
** Average Value: Individual Needs May Vary.

Calories from:	Protein	12%
	Carbohydrates	77%
	Fats	11%

TEACHER'S GUIDE TO COMPUTER ACTIVITIES

THE SOFTWARE

Title: Cooking & Baking Cluster: Food Service Responsibilities--Hygiene
Publisher: Mind; Statewide Teaching Aids
Address: 5845 Gardner Highway
Alexandria, LA 71301
318/445-2572

List Price: $147.00/cluster
Copy Right Date: 1984

THE HARDWARE

Guide written for use on APPLE II series computers.

ABOUT THE LESSON

Using the computer, this lesson will give a thorough explanation of the need for personal hygiene and sanitation in the food services trade for the "reading limited" student.

Describe good personal hygiene habits and good cleaning practices within the food service establishment. Describe the control of insects and rodents and the procedures for the prevention of chemical poisoning.

INTRODUCTION OF COMPUTER ACTIVITY

Prerequisites: Completion of sanitation in the food service trade; food poisoning disk, know vocabulary list (documentation p. 9).

PREPARING FOR THE COMPUTER

Software: hygiene disk
Setting: individualized instruction
Materials: completed vocabulary list (documentation p. 9)
Options: tutorial; drill and practice; small group; special assignment

THE COMPUTER ACTIVITY

The program is divided into two parts: 1) a reading passage; 2) multiple choice, true and false questions, and visual reinforcements that when an incorrect response is made, the program will automatically review the concepts and require correct response before the program will continue to other concepts.

AFTER THE COMPUTER

Complete Worksheet # 2: from documentation pp. 62-64
List: 1) good hygiene practices; 2) the control of insects and rodents; 3) the prevention of chemical poisoning

ADDITIONAL SUGGESTED ACTIVITIES

Have the students develop a checklist on personal hygiene to be used to evaluate other classmates in the lab.

HANDOUTS

Refer to software documentation:
Vocabulary List: documentation p. 9
Key: documentation p. 55-57
Fill in the blanks: documentation p. 62-64
Key: documentation p. 65

TEACHER'S GUIDE TO COMPUTER ACTIVITIES

THE SOFTWARE

Title: Cooking & Baking: First Aid - "Administering First Aid"
Publisher: Mind: Statewide Teaching Aids
Address: 5345 Gardner Highway
Alexandria, LA 71301
318/445-2572

List Price: $98.00/cluster
Copy Right Date: 1984

THE HARDWARE

Guide written for use on APPLE II series computers.

ABOUT THE LESSON

Using the computer, this lesson will introduce or review the concepts, procedures and treatments of first aid. Accident and emergency situations are described. This lesson may be coordinated for the "reading limited" student.

Identify first aid and responsibilities of the first aid care giver.

Identify the degrees of burns, minor cuts, falls, poisoning, eye injuries and choking.

Identify the prescribed treatments for each of these accidents.

Identify words and phrases frequently found on labels of poisonous materials and through simulation identify the course of treatments for simulated poisonous accidents.

INTRODUCTION OF COMPUTER ACTIVITY

Complete vocabulary list for Disk 1 (p. 8).

PREPARING FOR THE COMPUTER

Software: First aid/review of first aid disk
Setting: Individualized instruction
Materials: Completed vocabulary list (p. 8)
Options: Tutorial, drill and practice, small group, special assignment.

THE COMPUTER ACTIVITY

The program is divided into two parts: 1) a reading passage; 2) multiple choice, fill in the blank, true/false questions with visual reinforcements that when an incorrect response is made, the program will automatically review the concepts and require the correct response before the program will continue to other concepts.

Time frame: 20-30 minutes

AFTER THE COMPUTER

Worksheet # 1: From documentation Pp. 43- 46
Worksheet # 4: From documentation Pp. 52-54
Evaluation: Evaluate the student's knowledge from the first aid test scores from data disk and reinforce the concepts as indicated.

ADDITIONAL SUGGESTED ACTIVITIES

Have the students prepare a chart of first aid to hang in the lab, covering burns, cuts, falls, poisoning, eye injuries. They should list the prescribed treatments for each of these accidents.

Have the students read the labels of cleaners used in the lab and have them list the precautions.

HANDOUTS

Refer to software documentation:

Vocabulary list: p. 8
Key: p. 36-40
Multiple choice: p. 43-46
Key: p. 47
Multiple choice: p. 52-54
Key: p. 55

TEACHER'S GUIDE TO COMPUTER ACTIVITIES

THE SOFTWARE

Title: Cooking and Baking: First Aid - "Safety Rules and Procedures"
Publisher: Mind: Statewide Teaching Aids
Address: 5845 Gardner Highway
Alexandria, LA 71301
318/445/2572

List Price: $98.00/cluster
Copy Right Date: 1984

THE HARDWARE

Guide written for use on APPLE II series computers.

ABOUT THE LESSON

Using the computer, this lesson will introduce or review the safety rules and practices stressed in the daily operation of the food service establishment.

Identify safety rules and procedures that should be followed in the commercial kitchen.

INTRODUCTION OF COMPUTER ACTIVITY

Prerequisite: Completion of First Aid/Review of First Aid disk - 1. Complete vocabulary list for disk 2 (documentation p. 9).

PREPARING FOR THE COMPUTER

Software: Safety disk
Setting: Individualized instruction
Materials: Completed vocabulary list (documentation p. 9)
Options: Tutorial, drill and practice, small group or special assignment.

THE COMPUTER ACTIVITY

The program is divided into two parts: 1) a reading passage; 2) multiple choice, fill in the blank, and true/false questions with visual reinforcements that when an incorrect response is made, the program will automatically review the concepts and require the correct response before the program will continue to other concepts.

Time frame: 20-30 minutes

AFTER THE COMPUTER

Worksheet # 2: From documentation p. 48

Worksheet #.3: From documentation p. 50

Evaluation: Final evaluation on first aid module: Worksheet # 5
From documentation p. 51

ADDITIONAL SUGGESTED ACTIVITIES

Have the students prepare posters for the lab with safety reminders taken from the program. Example: "Keep knives sharp!"

Have the students develop a checklist on safety to be used to evaluate other classmates safety habits in the lab.

HANDOUTS

Refer to software documentation.
Vocabulary list: p. 9
Key: p. 41-42
Word search puzzle: p. 48
Key: p. 49
Crossword puzzle: p. 50
Key: p. 51
Final evaluation on first aid module: p. 56-57
Key: p. 58

TEACHER'S GUIDE TO COMPUTER ACTIVITIES

THE SOFTWARE

Title: Cooking & Baking Cluster: Food Service Responsibilities--Receiving and Storing Food Supplies
Publisher: Mind: Statewide Teaching Aids
Address: 5845 Gardner Highway
Alexandria, LA 71301
318/445-2572

List Price: $147.00/cluster
Copy Right Date: 1984

THE HARDWARE

Guide written for use on APPLE II series computers.

ABOUT THE LESSON

Using the computer, this lesson will explain the proper techniques in receiving and storing food supplies. This lesson may be coordinated for the "reading limited" student.

OBJECTIVES

Identify the check-in and proper storage procedures for perishable and nonperishable food items in the refrigerator, freezer, and storeroom.

INTRODUCTION OF COMPUTER ACTIVITY

Prerequisites: Completion of 1) sanitation in the food service trade/food poisoning disk; 2) hygiene disk. Complete vocabulary list for disk 3 (documentation p. 9)

PREPARING FOR THE COMPUTER

Software: receiving and storing food supplies disk
Setting: individualized instruction
Materials: completed vocabulary (documentation p. 9)
Options: tutorial, drill and practice, small group, special assignment

THE COMPUTER ACTIVITY

The program is divided into two parts: 1) a reading passage; 2) true/false, yes/no, and matching questions with visual reinforcements that when an incorrect response is made, the program will automatically review the concepts and require correct response before the program will continue to other concepts.

Time frame: 20-30 minutes

AFTER THE COMPUTER

Worksheet #5: Multiple choice (p. 76)
Worksheet #3: Final worksheet on hygiene module (p. 66)
Evaluation: Worksheet #4: Final evaluation on hygiene module (p. 73)

ADDITIONAL SUGGESTED ACTIVITIES

1. Have the student check in food delivery from a vendor (re: quality and quantity).
2. Develop a checklist and have the student evaluate these 3 areas in the lab: a) refrigerator; b) freezer; c) storeroom.

HANDOUTS

Refer to documentation for:
Vocabulary list: p. 9
Key: p. 58-59
Multiple choice: p. 76-80
Key: p. 81
Final worksheet: p. 66-69
Key: p. 72-74
Final evaluation: p. .73-74
Key: p. 75

TEACHER'S GUIDE TO COMPUTER ACTIVITIES

THE SOFTWARE

Title:	Cooking and Baking: Food Service Responsibilities --Sanitation/Food Poisoning
Author:	Mind: Statewide Teaching Aids
Publisher:	5845 Gardner Highway
Address:	Alexandria, LA 71301
List Price:	$147.00/cluster
Copy Right Date:	1984

THE HARDWARE

Guide is written for use on APPLE II series computers.

ABOUT THE LESSON

Proper sanitation methods are an important aspect of food service. Using the computer, this lesson will present a thorough explanation of the need for sanitation in the food services trade. This lesson may be coordinated for the "reading limited" student.

Identify three types of bacteria, how they grow, and the conditions necessary for bacterial growth.

Identify the control of bacteria through proper food storage.

Identify the common types of food-borne diseases, the symptoms of each disease, how they may be passed on and controlled.

INTRODUCTION TO COMPUTER ACTIVITY

Complete the vocabulary list for disk one (documentation p. 8).

PREPARING FOR THE COMPUTER

Software:	Sanitation/Food Poisoning Disk
Setting:	Individualized instruction
Materials:	Completed vocabulary list (documentation p. 8)
Options:	Tutorial, drill and practice, small group, special assignment

THE COMPUTER ACTIVITY

The program is divided into two parts: 1) a reading passage; 2) multiple choice, true/false, and matching questions with visual reinforcements that when an incorrect response is made, the program will automatically review the concepts and require a correct response before the program will continue to other concepts.

Time frame: 20-30 minutes

AFTER THE COMPUTER

Worksheet #1: Word search from documentation p. 60

Evaluate student's knowledge from the test results of the program and reinforce concepts as indicated.

ADDITIONAL SUGGESTED ACTIVITIES

1. Have the students make posters for the foods lab pulling sanitation reminders from the program. Example: "Sanitation is an attitude which should become a way of life."
2. Have the students draw and label a thermometer listing the important temperatures:
   a. danger zone
   b. temperature bacteria start to die
   c. freezing point
   d. boiling point (sterilization + time)
   e. required temperatures of refrigerators and freezers
3. Have the students prepare a chart listing the seven diseases and their 1) source; 2) control; 3) symptoms

HANDOUTS

Refer to documentation for:
Vocabulary list: p.8
Key: p. 49-53
Word search: p. 60
Key: p. 61

TEACHER'S GUIDE TO COMPUTER ACTIVITIES

THE SOFTWARE

Title: Cooking & Baking Measurement--Pound Measurement
Publisher: Mind: Statewide Teaching Aids
Address: 5845 Garden Highway
Alexandria, LA 71301
318/445-2571

List Price: $245.00/cluster
Copy Right Date: 1984

THE HARDWARE

Guide written for use on APPLE II series computers.

ABOUT THE LESSON

Weighing is the most accurate means of measuring some food products. Using the computer lesson, the student will identify the steps and procedures necessary to correctly operate and read pounds on the spring scale.

Identify the procedures to operate the spring scale when measuring pounds.

Demonstrate the ability to read a simulated scale dial.

INTRODUCTION OF COMPUTER ACTIVITY

Computer vocabulary list for disk 3 (documentation p. 9)

PREPARING FOR THE COMPUTER

Software: Pound measurement disk
Setting: Individualized instruction
Material: Completed vocabulary list; paper; pencil (optional)
Option: Tutorial; drill and practice; small group; special assignment

THE COMPUTER ACTIVITY

The program is divided into two parts: 1) a reading passage; 2) fill in the blanks; multiple choice; visual reinforcements; when incorrect responses made, the program will automatically review concepts and require correct response before the program will continue to other concepts.

Time frame: 20-30 minutes

AFTER THE COMPUTER

Worksheet # 7: Reading the needle indicator on the dial from documentation Pp. 79-80.
Evaluation: Evaluate student's knowledge from test results on the disk and reinforce concepts as indicated.

ADDITIONAL SUGGESTED ACTIVITIES

In the laboratory, the student will practice measuring various pound weights of dry ingredients on a spring scale.

HANDOUTS

Refer to documentation for:
Vocabulary list: p. 9
Key: p. 57-58
Worksheet 7: p. 79-80
Key: p. 81

TEACHER'S GUIDE TO COMPUTER ACTIVITIES

THE SOFTWARE

Title: Cooking and Baking Measurement--Baker's Scale
Publisher: Mind: Statewide Teaching Aids
Address: 5845 Gardner Highway
Alexandria, LA 71301
318/445-2572

List Price: $245.00/cluster
Copy Right Date: 1984

THE HARDWARE

Guide written for use on APPLE II series computer.

ABOUT THE LESSON

The Baker's Scale is one of the most important pieces of equipment in a bakery or kitchen. Using the computer lesson, the student will identify the steps and procedures necessary to correctly operate and read a baker's scale. This lesson may be coordinated for the "reading limited" student.

Identify the parts of a baker's scale.

Demonstrate the ability to use a baker's scale accurately.

INTRODUCTION OF COMPUTER ACTIVITY

Review materials on abbreviations and equivalent measures for ounces and pounds. Complete the vocabulary list for Disk 1 (documentation page 9).

PREPARING FOR THE COMPUTER

Software: Baker's Scale Disk
Setting: Individualized Instruction
Materials: Completed vocabulary list for Disk 1; paper; pencil (optional)
Options: Tutorial; drill and practice; small group; special assignment

THE COMPUTER ACTIVITY

The program is divided into two parts 1) a reading passage; 2) multiple choice; true and false questions; visual reinforcement; when incorrect response is made, the program will automatically review the concepts and require correct response before the program will continue to other concepts.

Time frame: 20-30 minutes

AFTER THE COMPUTER

Worksheet # 1: from documentation Pp. 62-63
Worksheet # 4: from documentation Pp. 71-72
Evaluation: evaluate student's knowledge from test results on the disk and reinforce concepts as indicated

ADDITIONAL SUGGESTED ACTIVITIES

The student will practice measuring various weights of dry ingredients on the baker's scale.

HANDOUTS

Refer to documentation for:
Vocabulary list: p. 9
Key: p. 52-54
Worksheet 1: p. 62-63
Key: p. 63
Worksheet 4: p. 71-72
Key: p. 73

TEACHER'S GUIDE TO COMPUTER ACTIVITIES

THE SOFTWARE

Title: Cooking and Baking Measurement: Cooking and Baking "Ounce Measurement"
Publisher: Mind: Statewide Teaching Aids
Address: 5845 Gardner Highway
Alexandria, LA 71301
318/445-2572

List Price: $245.00/cluster
Copy Right Date: 1984

THE HARDWARE

Guide written for use with APPLE II series computers.

ABOUT THE LESSON

Weighing is the most accurate means of measuring some food products. This computer activity will allow the student practice in reading, operating, and identifying the three types of spring scales.

Identify the three types of spring scales.

Identify procedures for operating the spring scale.

Demonstrate ability to read a simulated scale dial.

INTRODUCTION OF COMPUTER ACTIVITY

Complete vocabulary list for disk 2 (documentation p. 9).

PREPARING FOR THE COMPUTER

Software: Ounce measurement disk
Setting: Individualized instruction
Materials: Vocabulary list for disk 2; paper; pencil (optional)
Options: Tutorial; drill and practice; small group; special assignment

THE COMPUTER ACTIVITY

The program is divided into two parts: 1) a reading passage; 2) multiple choice, fill in the blank, visual reinforcements, when incorrect response is made, the program will automatically review the concepts and require correct response before the program will continue to other concepts.

Time frame: 20-30 minutes.

AFTER THE COMPUTER

Worksheet # 6: from documentation Pp. 76-77.
Evaluation: Evaluate student's knowledge from test results on the disk and reinforce concepts as indicated.

ADDITIONAL SUGGESTED ACTIVITIES

The student will practice measuring various ounce weights of ingredients on the spring scale.

HANDOUTS

Refer to documentation for:
Vocabulary list: p. 9
Key: p. 55-56
Worksheet 6: p. 76-77
Key: p. 78

TEACHER'S GUIDE TO COMPUTER ACTIVITIES

THE SOFTWARE

Title: Cooking and Baking--Converting Equivalent Measures: Cooking and Baking Measurement
Publisher: Mind: Statewide Teaching Aids
Address: 5845 Gardner Highway
Alexandria, LA 71301
318/4452572

List Price: $245.00/cluster
Copy Right Date: 1984

THE HARDWARE

Guide written for use on APPLE II series computer.

ABOUT THE LESSON

The food service worker must know how to convert equivalent measurements. Using the computer lesson, the student will change a larger unit of measurement to a smaller unit and a smaller unit of measurement to a larger unit. This lesson may be coordinated for the "reading limited" student.

List procedures for converting equivalent measures.
Demonstrate ability to convert equivalent measures.

INTRODUCTION OF COMPUTER ACTIVITY

Review equivalent measures.

PREPARING FOR THE COMPUTER

Software: Converting equivalent measures disk
Setting: Individualized instruction
Materials: Chart of equivalent measures; paper; pencil (optional)
Options: Tutorial; drill and practice; small group; special assignment

THE COMPUTER ACTIVITY

The program is divided into two parts: 1) reading passage; 2) fill in the blanks, visual reinforcements; when incorrect response is made, the program will automatically review the concepts and require correct response before the programs will continue.

Time frame: 20-30 minutes.

AFTER THE COMPUTER

Worksheet # 3: from documentation Pp. 68-69
Evaluation: Evaluate student's knowledge from test results on the disk and reinforce concepts as indicated.

ADDITIONAL SUGGESTED ACTIVITIES

Prepare a chart showing how to convert equivalent measurements.

HANDOUTS

Refer to documentation for:
Vocabulary list: p. 9
Key: p. 61
Worksheet 3: p. 68-69
Key: p. 70

TEACHER'S GUIDE TO COMPUTER ACTIVITIES

THE SOFTWARE

Title: Cooking and Baking: Baking Ingredients (Part I - Ingredients)
Author: Mind: Statewide Teaching Aids
Publisher: 5845 Gardner Highway
Address: Alexandria, LA 71301
318/4452572

List Price: $49.00/cluster
Copy Right Date: 1984

THE HARDWARE

Guide is written for use on APPLE II series computers.

ABOUT THE LESSON

Flour is the basic ingredient in the production of baked goods because it performs five basic functions.

OBJECTIVES

Demonstrate the knowledge of the properties and functions that flour performs in baked products.

Identify the parts and functions of a cereal grain.

Identify the role that gluten plays in baked products.

INTRODUCTION OF COMPUTER ACTIVITY

Complete the vocabulary list Baking Ingredients disk one.

PREPARING FOR THE COMPUTER

Software: Baking Ingredients Part I disk
Setting: Individualized instruction
Materials: Completed vocabulary list
Options: Tutorial, drill and practice, small group, special assignment

THE COMPUTER ACTIVITY

The student will read the information presented and answer the questions. When incorrect responses are made, the program will automatically review the concepts necessary for the correct responses before the program will continue.

AFTER THE COMPUTER

Evaluate students knowledge from the test results of the program and reinforce concepts as indicated.

ADDITIONAL SUGGESTED ACTIVITIES

Have students draw and label the three parts of the cereal grain.

For a laboratory activity, the students could make a simple quick bread product that they are unfamiliar with and share interesting ones with the class.

HANDOUTS

Refer to documentation for:
Vocabulary list: p. 49
Test: p. 111

TEACHER'S GUIDE TO COMPUTER ACTIVITIES

THE SOFTWARE

Title: Cooking and Baking: Baking Ingredients Part II
Author: Mind: Statewide Teaching Aids
Publisher: 5845 Gardner Highway
Address: Alexandria, LA 71301
318/4452572

List Price: $49.00/cluster
Copy Right Date: 1984

THE HARDWARE

Guide is written for use on APPLE II series computers.

ABOUT THE LESSON

This computer lesson will help students understand the relationship of ingredients in baked products.

Identify the properties and functions of fats and oils in baking.

Demonstrate the understanding of the action of leavening agents in baking.

Demonstrate the understanding of the properties and functions that eggs perform in baking.

Identify the functions of salt and water in baking.

INTRODUCTION OF COMPUTER ACTIVITY

Complete the vocabulary list Baking Ingredients included in documentation.

PREPARING FOR THE COMPUTER

Software: Baking Ingredients Part II disk
Setting: Individualized instruction
Materials: Completed vocabulary list
Options: Tutorial, drill and practice, small group, special assignment

THE COMPUTER ACTIVITY

The student will read the information presented and answer the questions. When incorrect responses are made, the program will automatically review the concepts necessary for the correct responses before the program will continue.

AFTER THE COMPUTER

Evaluate student's knowledge from the test results of the program and reinforce concepts as indicated.

ADDITIONAL SUGGESTED ACTIVITIES

Present a display of different types of fats and oils shown on the program. Have the students categorize them into vegetable or animal derivation. Why should one select a vegetable fat rather than an animal fat?

Compare baked products that have been made with different leavening agents in terms of lightness and texture of the product.

Conduct experiments or lab activities which allow students to explore the action of leavening agents.

HANDOUTS

Refer to documentation for:
Vocabulary list: p. 49
Test: p. 111-112

TEACHER'S GUIDE TO COMPUTER ACTIVITIES

THE SOFTWARE

Title:	Cooking and Baking: Meats; Beef
Author:	Mind: Statewide Teaching Aids
Publisher:	5845 Gardner Highway
Address:	Alexandria, LA 71301
	318/4452572
List Price:	$98.00/cluster
Copy Right Date:	1984

THE HARDWARE

Guide is written for use on APPLE II series computers.

ABOUT THE LESSON

The cow is the largest of all domesticated animals used for red meat. It is also the one in highest demand in America. Using the computer this lesson will present the proper methods for selection and preparation for maintaining tenderness, and palatability which is essential knowledge for the food service student.

Identify the beef inspection stamp and quality grading stamp and describe the significance of each.

Identify the retail cuts of beef.

Demonstrate the knowledge of the difference between dry and moist heat cooking methods.

Identify variety meats.

Identify suitable cooking methods for various cuts of beef.

INTRODUCTION OF COMPUTER ACTIVITY

Complete the vocabulary list for disk one "Beef."

PREPARING FOR THE COMPUTER

Software:	Meats "Beef" disk
Setting:	Individualized instruction
Materials:	Completed vocabulary list
Options:	Tutorial, drill and practice, small group, special assignment

THE COMPUTER ACTIVITY

The information will be read as presented on the monitor. The tests which follow will help to reinforce the concepts.

Time frame: 20-30 minutes.

AFTER THE COMPUTER

Evaluate student's knowledge from the test results of the program and reinforce concepts as indicated.

ADDITIONAL SUGGESTED ACTIVITIES

1. The students may use a wall chart of bone shapes which indicate tender and least tender cuts of beef and identify the bones in pictures of retail cuts of beef.

2. The students will collect names or pictures of retail cuts of beef grocery ads. Categorize them by cookery method.

3. The students may plan several dinner menus in which beef is the entree, and describe the cooking method used to prepare each. They might then explain orally why they chose the cooking method used.

HANDOUTS

Refer to documentation for:
Vocabulary list: p. 49

TEACHER'S GUIDE TO COMPUTER ACTIVITIES

THE SOFTWARE

Title:	Cooking and Baking: Meats; Pork
Author:	Mind: Statewide Teaching Aids
Publisher:	5845 Gardner Highway
Address:	Alexandria, LA 71301
	318/4452572
List Price:	$98.00/cluster
Copy Right Date:	1984

THE HARDWARE

Guide is written for use on APPLE II series computers.

ABOUT THE LESSON

Pork follows beef in popularity of red meats in America. Using this computer lesson will emphasize the importance of the proper selection and cooking procedures for pork.

Demonstrate the knowledge of the significance of the pork quality stamp.

Identify retail cuts of pork and the suitable cooking methods used for each.

Identify the two types of heat used in cooking pork and the contribution each makes to its palatability.

Identify variety meats.

INTRODUCTION OF COMPUTER ACTIVITY

Complete the vocabulary list for disk two "Pork."

PREPARING FOR THE COMPUTER

Software:	Meats "Pork" disk
Setting:	Individualized instruction
Materials:	Completed vocabulary list
Options:	Tutorial, drill and practice, small group, special assignment

THE COMPUTER ACTIVITY

The information presented will be read and the tests which follow will provide reinforcement of the concepts.

Time frame: 2030 minutes.

AFTER THE COMPUTER

Evaluate student's knowledge from the test results of the program and reinforce concepts as indicated.

ADDITIONAL SUGGESTED ACTIVITIES

1. The students will collect names or pictures of pork products and categorize according to cookery method.

2. Using a wall chart of the pork retail cuts, the students may take turns identifying the cuts and recommending desirable cooking methods. This activity could be completed as a team game.

3. Make a small poster showing variety meats. This may be a homework assignment.

HANDOUTS

Refer to documentation for:
Vocabulary list: p. 49

TEACHER'S GUIDE TO COMPUTER ACTIVITIES

THE SOFTWARE

Title: New Baby Care
Publisher: Intellectual Software
Address: 5 Chapel Hill Dr.
Fairfield, CT 06432

List Price: $34.95 (with master system $44.95)
Copy Right Date: 1985

THE HARDWARE

APPLE II Series computers.

ABOUT THE LESSON

Introduction of Activities: The program is designed to provide expectant parents with the information to raise happy, healthy babies.

Students will describe techniques used in new baby care.

INTRODUCTION OF COMPUTER ACTIVITY

This program could be used as the introduction to a unit on the care of a newborn.

METHOD OF INSTRUCTION

Drill and practice for small group activity.

PREPARING FOR THE COMPUTER

The program is self-generated and the students will need no additional materials at the terminal. Be sure cap lock is down.

THE COMPUTER ACTIVITY

Each small group will view one of the 10 modules and prepare an oral report to be presented to the entire group.

AFTER THE COMPUTER

The evaluation will consist of the oral report plus a written report of the module assigned.

ADDITIONAL SUGGESTED ACTIVITIES

Use activities suggested in March of Dimes packet on infant care.

TEACHER'S GUIDE TO COMPUTER ACTIVITIES

THE SOFTWARE

Title: Prenatal Baby Care
Publisher: Intellectual Software
Address: 5 Chapel Hill Dr.
Fairfield, CT 06432

List Price: $34.95 (with master system $44.95)
Copy Right Date: 1985

THE HARDWARE

APPLE II series computers.

ABOUT THE LESSON

Introduction of activities: The program places emphasis on the mother with a complete description of pregnancy from conception to delivery.
A student will predict changes that an expectant mother will experience at different stages of embryonic development.

INTRODUCTION OF COMPUTER ACTIVITY

Students should have prior knowledge of the effects on embryonic development.

METHOD OF INSTRUCTION

Drill and practice for a large group.

PREPARING FOR THE COMPUTER

The program is self generated and the students will need no additional materials at the terminal.

THE COMPUTER ACTIVITY

This activity could be used as a team game, splitting the class into appropriate team groupings unique to the setting. During the game each team may confer with each other to determine the answer to the question. The appointed team captain will be responsible for submitting the answer. The teacher will guide the activity.

AFTER THE COMPUTER

Using the eight sections of the program as listed in the documentation they will develop a test question.

ADDITIONAL SUGGESTED ACTIVITIES

Use activities suggested in March of Dimes packet for prenatal development.

TEACHER'S GUIDE TO COMPUTER ACTIVITIES

THE SOFTWARE

Title: Babysitter's Manual, Disk I
Author:
Publisher: Queue
Address: 5 Chapel Hill Drive
Fairfield, CT 06432

List Price: $34.95
Copy Right Date: 1985

THE HARDWARE

Guide written for use on Apple II series computers.

ABOUT THE LESSON

Identified in the program are basic rules for discipline, responsibility of parents and caregivers, children's needs, safety, play, feeding. Through the use of tutorial programs on the computer the student will become acquainted with the concepts of caring for young children. Student uses computer for multiple choice, fill-in the blank and "close" tutorial questions.

INTRODUCTION OF COMPUTER ACTIVITY

Prior to working on the computer students will write down a list of ten key words that they feel are important when working with young children. Example:

1. Safety
2. Nutrition
3. Discipline
4. Play
5. Snacks, etc

PREPARING FOR THE COMPUTER

The student does not need to take anything to the computer.

THE COMPUTER ACTIVITY

The program is divided into three parts. After reading a passage on the screen, a word will be blanked out on the screen and the student will type in the missing word. Filling the blanks will require the student to type in the correct response. Multiple choice questions will require the student to record a correct response by typing in the corresponding letter. The student's ability to recognize and respond correctly will determine his/her understanding of the material.

AFTER THE COMPUTER

The students will take their list of 10 key words and write a statement about how they will apply that factor when caring for young children. These statements will be evaluated.

ADDITIONAL SUGGESTED ACTIVITIES

Have students work in groups of two and prepare a mini commercial. The commercial would be advertising their skills as child care providers.

TEACHER'S GUIDE TO COMPUTER ACTIVITIES

THE SOFTWARE

Title: Child Care Cluster, Discipline of Children
Publisher: Statewide Teaching Aids
Address: 5845 Gardner Highway
Alexandria, LA 71301
318/445-2572

List Price: $159
Copy Right Date: 1982

THE HARDWARE

Guide written for use on Apple II series computer. 4 disks - 1 documentation, 3 student - 1 teacher utility.

ABOUT THE LESSON

Though problem solving activities on the computer the student will become acquainted with the concepts of guiding behavior through discipline. The program identifies three forms of discipline: authoritarian, permissive, and developmental discipline. The student uses the computer for simulation activities.

INTRODUCTION OF COMPUTER ACTIVITY

Prior to working on the computer, students will role play guiding behavior situations prepared by the instructor. Group discussion will follow their enactment of activity.

PREPARING FOR THE COMPUTER

Nothing is needed.

THE COMPUTER ACTIVITY

The program is divided into two parts: (1) a script for reading about discipline techniques and (2) problem solving activity requiring selection of the appropriate response. Their ability to recognize and respond correctly will determine their understanding of this material.

AFTER THE COMPUTER

1. The student will complete word scramble. Refer to attached handout #1 (key included).
2. The student will complete post-evaluation. See attached evaluation.

ADDITIONAL SUGGESTED ACTIVITIES

For additional computer reinforcement, complete activities on this disk dealing with children's behavior.

Complete an observation of a parent disciplining a child in a supermarket, playground, shopping center or similar environment. This could be followed by class discussion.

Have students view a TV program and describe a discipline situation seen in the program. This could be reported in written form or by discussion in class.

HANDOUTS

1. Refer to attached handout # 1
2. Refer to attached handout # 2 - key
3. Refer to attached handout # 3 - test

Handout # 1

Discipline-Word Scramble

The following terms were found in the computer program that you viewed. Unscramble them and define.

1. tahuatiroinar cliendisip

2. msirsevpei pisidneicl

3. ecungadi

4. isidnepcil

5. fels-notoclr

6. lovedepmtlnet cidlesipin

Handout # 2

Discipline-Word Scramble Key

1. authoritarian discipline
2. permissive discipline
3. discipline
4. guidance
5. self-control
6. developmental discipline

Handout # 3

Test

Directions:

Read each question or sentence carefully and completely. Select the best answer. Place the correct letter in the blank preceding each question.

____ 1. What kind of discipline means to set down firm unbending rules?

A. Permissive
B. Developmental
C. Authoritarian

____ 2. The purpose of discipline is to _____.

A. punish a child when she/he has done something wrong
B. teach obedience
C. keep an orderly classroom
D. guide a child toward acceptable behavior

____ 3. The main purpose of setting limits in the classroom is to _____.

A. prevent a child from expressing her/his emotions
B. make a child dependent on adults
C. give a child a feeling of security
D. control the child's actions

Directions:

Place the word true or false in the blank preceding each statement.

____ 4. Praising a child for her/his accomplishments merely causes over-confidence in the child and actually nothing is accomplished by it.

____ 5. Small children actually do not understand love and affection so there is little point in expressing it to them.

____ 6. Children learn both desirable and undesirable behavior.

____ 7. Children develop many habits of speech and ways of behaving by copying the actions of others.

____ 8. Children do not need to be disciplined. It only hinders their normal development.

Handout # 3 - Test

____ 9. To discipline a child means to punish her/him.

___ 10. A major goal of discipline is to help one act in an acceptable manner in a social group.

___ 11. Children need love and understanding even when they are being disciplined.

TEACHER'S GUIDE TO COMPUTER ACTIVITIES

THE SOFTWARE

Title: Child Care Cluster
Growth and Development
Publisher: Statewide Teaching Aids
Address: 5845 Gardner Highway
Alexandria, LA 71301
318/445-2572

List Price: $159 (4 disks - 1 documentation)
(3 student disks - 1 teacher utility disk)
Copy Right Date: 1982

THE HARDWARE

Guide written for use on APPLE II Series computer.

ABOUT THE LESSON

Program is designed to introduce fundamental concepts in the study of physical, emotional, social and intellectual development of a preschooler.

The student will define the four areas of development.

The student will describe the influence of heredity and environment upon each area of development.

INTRODUCTION OF COMPUTER ACTIVITY

Instructor familiarize students with terms necessary for mastery of lesson.

Using the dictionary, students will define the following terms: accelerated, development, emotional development, fine motor skills, gross motor skills, intellectual development, physical development, regress, social development, unique.

PREPARING FOR THE COMPUTER

Two to three students may work together.

THE COMPUTER ACTIVITY

Program is divided into five parts. Each part contains: one script for reading about growth and development and a true/false or a multiple choice activity requiring an appropriate response. Their ability to respond correctly will demonstrate understanding of material presented.

AFTER THE COMPUTER

Complete post computer evaluation. See attached evaluation sheet and key.

ADDITIONAL SUGGESTED ACTIVITIES

Students bring a picture of themselves in a family picture to be used for a discussion on heredity. Contact resource person to discuss environmental causes of birth defects and prevention.

TEACHER'S GUIDE TO COMPUTER ACTIVITIES

THE SOFTWARE

Title: Child Development, The Game Format Study Aid - Prenatal Development
also included on the disk are two additional programs: Infancy & Early Development; and Early Childhood & Health
Publisher: Orange Juice Software Systems
Address: 222 South Washington Ave.
New Richmond, WI 54017

List Price: $55.00
Copy Right Date:

THE HARDWARE

This guide is written for APPLE II Series computers.

ABOUT THE LESSON

By playing hangman, the student will have to apply prenatal terms in order to win the game. Upon each correct response, the student is rewarded with the opportunity to play a computer game.

INTRODUCTION OF COMPUTER ACTIVITY

Students should have prior knowledge of terms found in prenatal section of documentation.

PREPARING FOR THE COMPUTER

The program is self-generated and the students will need no additional materials at the terminal. Students need paper and pencil at the computer to facilitate success in playing the reward games.

THE COMPUTER ACTIVITY

This activity could be used as a team game, splitting the class into appropriate team groupings unique to the setting.

During hangman phase of program the team may confer with each other to determine the answer to the question. The appointed team captain will input letters to spell the term. Once she/he inputs an incorrect letter the other team may finish the spelling and earn the chance to play the computer game. The teacher will guide the activity.

OPTIONAL ACTIVITY

This game could be played by an individual or a small group.

AFTER THE COMPUTER

Evaluation: Prenatal Care Crossword Puzzle (Handout 1)

ADDITIONAL SUGGESTED ACTIVITIES

HANDOUTS

(Copy ready for teachers to reproduce)

Refer to attached handout #1.

Prenatal Care Crossword Puzzle - Handout # 1

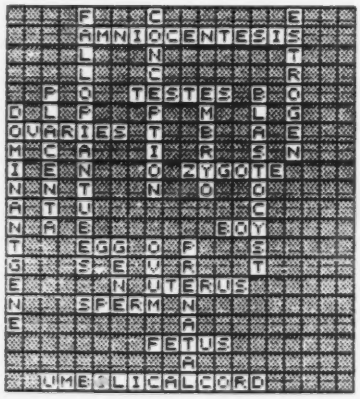
ACROSS CLUES

1. a process used to determine fetal abnormality
6. male reproductive glands which release sperm
10. female reproductive glands
11. fertilized egg formed by joining of sperm and egg
12. XY sex chromosomes
13. female reproductive cell
17. female organ in which the fertilized egg develops into a fully formed infant
18. male reproductive cell
19. term for unborn baby during the last 6 months of pregnancy
20. cord between fetus and placenta which carries oxygen and nourishment

DOWN CLUES

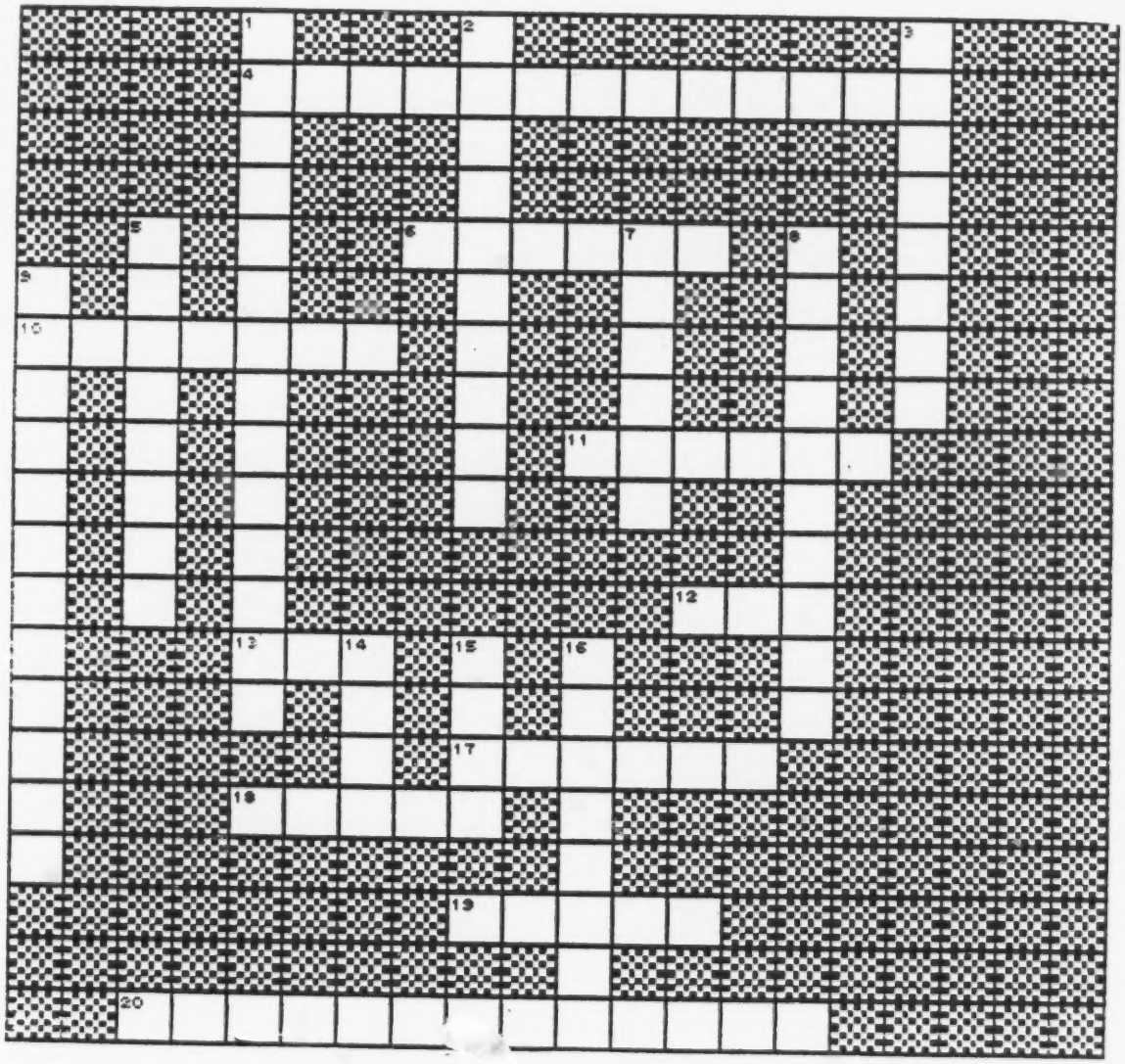
1. narrow tubes through which the egg passes
2. the fertilization of a female egg by a male sperm
3. female hormone
5. organ that transmits nourishment between the mother and fetus
7. developing organism between 2nd and 8th week after fertilization
8. term used for ovum approximately 2 weeks after fertilization
9. gene that produces certain characteristics when combined with a less-dominant gene
14. basic unit of heredity, found in chromosomes
15. female reproductive cell
16. before birth

ANSWERS: PRENATAL CARE



Handout # 1 (pg. 2)

PRENATAL CARE



TEACHER'S GUIDE TO COMPUTER ACTIVITIES

THE SOFTWARE

Title: Child Care Cluster
Goals and Objectives (Tools)
Publisher: Statewide Teaching Aids
Address: 5845 Gardner Highway
Alexandria, LA 71301

List Price: $159.00 (4 disks - 1 documentation)
(3 student disks - 1 teacher utility disk)
Copy Right Date: 1982

THE HARDWARE

Guide written for use on APPLE II computer.

ABOUT THE LESSON

The student will become acquainted with the concepts of goals and objectives in the development of a child care program.

Describe the need to establish goals and objectives when developing a pre-school program.

INTRODUCTION OF COMPUTER ACTIVITY

During rotation of students using computer, they would also complete textbook assignment on goals and objectives that incorporate both planning and implementing children's programs.

Working alone or with another student, make a list of four goals for yourself as a student. Write three objectives for each of these goals.

Class discussion on how the objectives relate to the goals.

PREPARING FOR THE COMPUTER

Nothing will be needed.

THE COMPUTER ACTIVITY

Program is divided into two parts:

1. A script that instructs students on goals and objectives.
2. True-false statements requiring a selection of appropriate response.

Student's ability to respond correctly will demonstrate their understanding of this material.

The activity takes 15 to 30 minutes.

AFTER THE COMPUTER

Class discussion will follow all student's completion of the activity.

Student will complete the crossword puzzle handout to evaluate the learning they have acquired.

ADDITIONAL SUGGESTED ACTIVITIES

1. For additional computer reinforcement, complete activities on this disk dealing with the importance of play.
2. Complete a survey of centers in your area to determine the involvement of parents in planning and setting of goals for the center. Make a report orally or written.
3. Invite workers associated with headstart or homestart programs to participate in a panel discussion presentation on the lag in learning which may be experienced by disadvantaged children.
4. If a day care center or nursery school is a part of the curriculum, observe and identify ways in which goals are accomplished.

HANDOUTS

TEACHER'S GUIDE TO COMPUTER ACTIVITIES

THE SOFTWARE

Title: MECC Nutrition Vol. 1 Disk 752 Food Intake Analysis
Publisher: Minnesota Ed. Computing Consortium (Micro-Ideas), 1982
Address: 1335 Waukegan Rd.
Glenview, IL 60025

List Price:

Copyright:

THE HARDWARE

This guide is written for APPLE II series computers.

ABOUT THE LESSON

Introduction of activity: This program will be introduced to the students during the study of the nutritional needs of young children.

Using the Food Intake Analysis diskette, and a food intake diary, the students will analyze the food intake of their case study child.

INTRODUCTION OF COMPUTER ACTIVITY

The teacher will discuss the nutritional needs of young children. The student will compose a letter to their case study child's parents requesting food intake for one day for their child. Using a sample coded Food Diary Sheet, the teacher will demonstrate the Food Intake Analysis software program.

PREPARING FOR THE COMPUTER

Using parental information, the student will complete the Food Diary Sheet (p. 16) for their case study child. Using the code numbers for food items (pp. 18-32), the student will record an appropriate code number for each food item.

THE COMPUTER ACTIVITY

The student will take completed Food Diary Sheet with coded numbers and run Food Intake Analysis program, following directions in diskette. (Make sure cap lock key is down.)

AFTER THE COMPUTER

Each student will complete the food intake nutrition report (pp. 33-37) and turn in.

The class will discuss and evaluate the results of the Food Intake Analysis of the children.

ADDITIONAL SUGGESTED ACTIVITIES

The student will write a report of the computer activity for their case study child's parent.

Each student will prepare a one-day menu (p. 38) for the case study child that will include all of the required amounts of the basic nutrients (p. 33-37).

HANDOUTS

Refer to software documentation:

- Food Diary Sheet (p. 16)
- Food Code Numbers (pp. 18-32)
- Food Intake Nutrition Report (pp. 33-37)
- Menu Plan (p. 38)

TEACHER'S GUIDE TO COMPUTER ACTIVITIES

THE SOFTWARE

Title: Early Words English-Spanish
Publisher: Merry Bee Communications
Address: 815 Crest Drive
Omaha, NE 68046

List Price: $29.95
Copy Right Date: 1985

THE HARDWARE

This program is written for APPLE II series computer.

For optimum use a color monitor is needed for the color portion of the program.

ABOUT THE LESSON

Acquaint the child care aide with process of English and Spanish word recognition through use of the computer.

Student will complete the software which contains letters, numbers, colors, and things in order to be familiar with the program.

INTRODUCTION OF COMPUTER ACTIVITY

The intellectual development unit, which includes language development, should be completed by the student prior to starting the computer activity.

PREPARING FOR THE COMPUTER

Students may work in groups of one to three.

THE COMPUTER ACTIVITY

The program contains five parts. Students should complete activities from each section.

This activity will take approximately 15 to 20 minutes.

AFTER THE COMPUTER

Upon completion of computer activity by all students, there will be class discussion on value of this type of program in appropriate language development for preschoolers.

ADDITIONAL SUGGESTED ACTIVITIES

This would be a good time to observe a vision/hearing screening if a pre-school program is in session or available.

The student may introduce and run program with a pre-school child.

HANDOUTS

Refer to attached:

Handout #1.

CHART ACTIVITY - Handout # 1

Using supplies available, students will prepare a chart to include:

10 English/Spanish words for numbers
10 English/Spanish words for colors

Place a picture to illustrate the word in each language such as:

	English	Spanish	Pictures
1.	Three	Tres	***
2.			
3.			
Etc.			

TEACHER'S GUIDE TO COMPUTER ACTIVITIES

THE SOFTWARE

Title: The Stickybear ABC
Publisher: Optimum Resource, Inc.
Address: Distributed by Xerox Education Publications
Middletown, CT

List Price: $39.95
Copy Right Date: 1982

THE HARDWARE

This guide is written for APPLE II series computers.

ABOUT THE LESSON

The Stickybear ABC program will be introduced to Child Care students as one method of teaching letter recognition concepts (reading readiness) to preschool children.

Using the Stickybear ABC software program, and a demonstration by teacher, the student will familiarize preschool case study child with letter recognition concepts.

INTRODUCTION OF COMPUTER ACTIVITY

Discuss picture and letter recognition concepts. Also discuss word recognition concepts.

View and discuss use of poster and book included in The Stickybear ABC software package.

Demonstrate use of The Stickybear ABC software program.

Provide and go over handout on procedure for student to follow when presenting the activity to case study child.

PREPARING FOR THE COMPUTER

Student will take case study child, The Stickybear ABC software package, procedure sheet, and pencil to computer area.

THE COMPUTER ACTIVITY

This activity will take approximately 10-15 minutes.

Follow directions on procedure sheet, and use techniques as demonstrated by the teacher.

AFTER THE COMPUTER

Each student will hand in the completed procedure sheet to the teacher.

Teacher and students will discuss and evaluate the activity as a group after all students have completed the activity and filled out the procedure sheet.

ADDITIONAL SUGGESTED ACTIVITIES

Use the poster showing pictures and letters included with The Stickybear ABC software package to reinforce letter recognition.

Look at the book called Look Book, by Richard Hefter, from The Stickybear ABC software package. Encourage children to talk about each page. "What are the bears doing? What do you see in the picture?" Accept any answer given by the child.

HANDOUTS

Refer to attached:

Handout #1.

Handout # 1

Procedure Sheet for Using Stickybear ABC

Student's Name _____
Date and Time _____
Child's Name _____

Estimated Time: 10-15 minutes

INTRODUCING ACTIVITY TO PRESCHOOL CHILD: Familiarize child to picture and letter recognition by looking at the Stickybear ABC poster on wall. Talk about the picture.

DIRECTIONS FOR USING COMPUTER: As you put the diskette into Drive #1, explain to the child that the diskette must be held by the label only. Also tell the child that the door on the drive must be closed so that the program will run. Turn on the computer and monitor. CAPS LOCK KEY MUST BE DOWN TO RUN THIS PROGRAM. You will see the title panel displayed. The next frame appears stating to press any letter. Instead of telling the child to do this LET THE CHILD EXPLORE AND DISCOVER THAT PRESSING A LETTER PRODUCES A PICTURE DISPLAY.

COMPUTER ACTIVITY:

1. Describe the child's reaction to seeing the first picture appear on the monitor.

2. Talk with the child about the first letter picture that appears on the monitor. (LET THE CHILD TELL YOU ABOUT THE PICTURE.) Record what the child says or does.

3. Continue to allow the child to explore and discover other letter keys. Most children will require little or no guidance. If your child hesitates to start, ask "What letter would you like to do next?" List the letters chosen by your child and the word that appears. Also record the child's response to the letter and picture that appears.

LETTER AND WORD	CHILD'S RESPONSE

4. Some of the children are not ready to name letters, but may be ready to match letters that are alike. When a letter appears on the monitor say to the child, "See if you can find this same letter on the keyboard." Record the child's response to your suggestion.

5. Comment on the child's attention span for this activity.

6. List any problems you encountered as you completed this activity with your case study child.

7. What changes would you make if you repeat this activity?

TEACHER'S GUIDE TO COMPUTER ACTIVITIES

THE SOFTWARE

Title: Stickybear Numbers
Publisher: Optimum Resource, Inc.
Address: Distributed by Xerox Education Publications
Middletown, CT

List Price: $39.95
Copy Right Date: 1982

THE HARDWARE

This guide is written for APPLE II series computers.

ABOUT THE LESSON

The Stickybear Numbers program will be introduced to Child Care students as one method of teaching number concepts to preschool children.

Using the Stickybear Numbers software program, and a demonstration by teacher, the student will familiarize preschool case study child with number concepts.

INTRODUCTION OF COMPUTER ACTIVITY

Discuss number concepts such as counting, less than, more than, and number recognition. Using real objects, such as crayons, demonstrate pointing to each object as they are counted.

View and discuss use of poster and book included in Stickybear Numbers software package.

METHOD OF INSTRUCTION

Demonstrate the use of Stickybear Numbers software program to students through role playing. Discuss possible reactions of preschool children.

Provide and go over handout on procedure for student to follow when presenting the activity to case study child.

PREPARING FOR THE COMPUTER

Student will take case study child, Stickybear Numbers software package, procedure sheet, and pencil to computer area.

THE COMPUTER ACTIVITY

This activity will take approximately 10-15 minutes.

Follow directions on procedure sheet, and use techniques as demonstrated by the teacher.

AFTER THE COMPUTER

Each student will hand in the completed procedure sheet to the teacher.

Teacher and students will discuss and evaluate the activity as a group after all students have completed the activity and filled out the procedure sheet.

ADDITIONAL SUGGESTED ACTIVITIES

Use poster of 0-9 objects included with Stickybear Numbers software package to reinforce counting and number recognition.

Read the book One Bear, Two Bears, by Richard Hefter, from Stickybear Numbers software package. Have child point to the numbers on the bears as the bears are counted.

Look for examples to count in preschool classroom, such as counting the blocks that are in a structure as it is taken down at clean-up time.

HANDOUTS

Refer to attached handout #1.

PROCEDURE SHEET FOR USING STICKYBEAR NUMBERS - Handout # 1

Student's Name _____
Date and Time _____
Child's Name _____

Estimated Time: 10-15 minutes

Introducing Activity to Preschool Child:

Familiarize child to concept of numbers by looking at the Stickybear Numbers poster on wall. Do some counting with the child using the poster.

Directions for Using Computer:

As you put the diskette into Drive #1, explain to the child that the diskette must be held by the label only. Also tell the child that the door on the drive must be closed so that the program will run. Turn on the computer and monitor. You will see the title panel displayed. The next frame appears stating to press any number or the space bar. Instead of telling the child to do this, LET THE CHILD EXPLORE AND DISCOVER THAT PRESSING A NUMBER OR THE SPACE BAR PRODUCES A PICTURE DISPLAY.

Computer Activity:

1. Describe the child's reaction to seeing the first picture appear on the monitor. _____
   _____
   _____

2. Talk with the child about the first picture that appears on the monitor. (LET THE CHILD TELL YOU ABOUT THE PICTURE.) Record what the child says or does. _____
   _____
   _____

3. Continue to allow the child to explore and discover other number keys. List the numbers that appear as the child discovers other number keys. Also record the child's comments.

Numbers	Child's Comments
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

4. The child will soon discover that if the space bar is pressed, one object will disappear and the number will be reduced by one. If it is pressed again another object will disappear, all the way down to zero. After 0 is reached, the space bar can also be used to count up from zero to nine. COUNT ALOUD while pressing the space bar. Use words

such as "less than" and "more than" when appropriate. Record the child's comments or reactions.

---

5. Ask the child to pick a number on the Stickybear Number poster on the wall. Then say, "Let's see if we can find the same number on the keyboard." Record what happened.

---

6. Comment on the child's attention span for this activity.

---

7. List any problems you encountered as you completed this activity with your case study child. ---
---
---

8. What changes would you make if you repeat this activity.

TEACHER'S GUIDE TO COMPUTER ACTIVITIES

THE SOFTWARE

Title: Stickybear Opposites
Publisher: Optimum Resource, Inc.
Address: Distributed by Xerox Education Publications
Middletown, CT

List Price: $39.95
Copy Right Date: 1982

THE HARDWARE

ABOUT THE LESSON

The Stickybear Opposites program will be introduced to Child Care students as one method of teaching the concepts of opposites to preschool children.

Using the Stickybear Opposites software program, and a demonstration by teacher, the student will familiarize preschool case study child with the concept of opposites.

INTRODUCTION OF COMPUTER ACTIVITY

Discuss concept of opposites with students.

View and discuss use of poster and book included in Stickybear Opposites software package.

METHOD OF INSTRUCTION

Demonstrate the use of Stickybear Opposite software program to students through roleplaying. Discuss possible reactions from preschool children.

Provide and go over handout on procedure for student to follow when presenting the activity to case study child.

PREPARING FOR THE COMPUTER

Student will take case study child, Stickybear Opposites software package, procedure sheet, and pencil to computer area.

THE COMPUTER ACTIVITY

This activity will take approximately 10-15 minutes.

Follow directions on procedure sheet, and use techniques as demonstrated by the teacher.

AFTER THE COMPUTER

Each student will hand in the completed procedure sheet to the teacher.

Teacher and students will discuss and evaluate the activity as a group after all students have completed the activity and filled out the procedure sheet.

ADDITIONAL SUGGESTED ACTIVITIES

Use poster of opposites from Stickybear Opposites software package to reinforce lesson.

Read the book Yes and No by Richard Hefter from Stickybear Opposite software package.

Look for examples of opposites in the preschool classroom.

HANDOUTS

Refer to attached handout #1

PROCEDURE SHEET FOR USING STICKYBEAR OPPOSITES - Handout # 1

Student's Name _____
Date and Time _____
Child's Name _____

Estimated Time: 10-15 minutes.

Introducing Activity to Preschool Child:

Familiarize child with the concept of opposites by looking at the poster of opposites on wall. Talk about the pictures with the child. Tell the child that some of the pictures that appear on the poster will also be appearing on the monitor.

Directions for Using Computer:

As you put the diskette into Drive #1, explain to the child that the diskette must be held by the label only. Also tell the child that the door on the Drive must be closed so that the program will run. Turn on the computer and monitor. You will see the title panel displayed. REMEMBER, CAPS LOCK KEY MUST BE DOWN. You now have the choice of the paddle mode or the keyboard mode. PRESS K for keyboard. Simply instruct child to PRESS LEFT ARROW OR RIGHT ARROW. (Later you can introduce the number keys 1 and 2, and the letters o and p, which will also produce the companion opposites.) PRESSING THE SPACE BAR STARTS A NEW SET OF OPPOSITES.

Computer Activity:

1. Describe the child's reaction to seeing the first picture appear on the monitor. _____
_____
_____

2. Talk with the child about the first picture that appears. LET THE CHILD TELL YOU ABOUT THE PICTURE THAT APPEARS ON THE MONITOR. Say to the child, "See what happens when you press the other arrow key." List the first set of opposites that appears.

_____ _____
Record what the child says about the two pictures. _____
_____
_____

3. Children learn best by experimenting themselves. Resist the impulse to press the keys for the child. Allow child to discover that pressing the space bar produces a new display. Say to child, "See if you can make the picture change." Record how your child proceeds when allowed to experiment.

_____
_____

4. As a new picture appears ask the child to tell you about it. Remember, you can easily read the words and can give the "correct" response. But the child may choose the wrong set

of words. "Many" in the sequence showing MANY VERSUS FEW balls could be "lots of." The child is NOT wrong. After the child has commented on the first picture, ask the child to guess what might appear when the other arrow is pressed. Encourage child to check guess by pressing the other arrow key. List the opposite sets that appear as the child presses the space bar. Also record the child's comments.

Opposite Set	Child's Comments

5. Comment on the child's attention span for this activity.

---

6. List any problems you encountered as you completed this activity with your case study child. _____

---

7. What changes would you make if you repeat this activity?

TEACHER'S GUIDE TO COMPUTER ACTIVITIES

THE SOFTWARE

Title: Stickybear Shapes
Publisher: Optimum Resource, Inc.
Address: Distributed by Xerox Education Publications
Middletown, CT

List Price: $39.95
Copy Right Date: 1983

THE HARDWARE

This guide is written for APPLE II series computers.

ABOUT THE LESSON

The Stickybear Shapes program will be introduced to child care students as one method of teaching shape recognition concepts to preschool children.

Using the Stickybear Shapes software program, and a demonstration by teacher, the student will familiarize preschool case study child with shape recognition concepts.

INTRODUCTION OF COMPUTER ACTIVITY

Discuss shape recognition concepts.

View and discuss use of Stickybear Shapes poster and book included in the Stickybear Shapes software package.

METHOD OF INSTRUCTION

Demonstrate the use of the Stickybear Shapes software program to students through roleplaying. Discuss possible reactions of preschool children.

Provide and go over handout on procedure for student to follow when presenting the activity to case study child.

PREPARING FOR THE COMPUTER

Student will take case study child, the Stickybear Shapes software program, procedure sheet, and pencil to computer area.

THE COMPUTER ACTIVITY

This activity will take approximately 10-15 minutes.

Follow directions on procedure sheet, and use techniques as demonstrated by the teacher.

AFTER THE COMPUTER

Each student will hand in the completed procedure sheet to the teacher.

Teacher and students will discuss and evaluate the activity as a group after all students have completed the activity and filled out the procedure sheet.

ADDITIONAL SUGGESTED ACTIVITIES

Use poster showing shapes included with the Stickybear Shapes software package to reinforce shape recognition.

Look at Stickybear Shapes by Richard Hefter, from the Stickybear Shapes software package. Encourage children to tell you about the shapes in the pictures.

Look for examples of shapes in the preschool classroom.

HANDOUTS

Refer to attached handout #1.

PROCEDURE SHEET FOR USING STICKYBEAR SHAPES - Handout # 1

Student's Name _____
Date and Time _____
Child's Name _____

Estimated Time: 10-15 minutes.

Introducing Activity to Preschool Child:

Familiarize child with shape recognition by looking at the Stickybear Shapes poster on wall. Find the shapes in the picture.

Directions for Using Computer:

As you put the diskette into Drive #1, explain to the child that the diskette must be held by the label only. Also tell the child that the door on the Drive must be closed so that the program will run. Turn on the computer and monitor. You will see the title panel displayed. REMEMBER, CAPS LOCK KEY MUST BE DOWN. The next frame appears, and you have the choice of the paddle, keyboard, or mouse mode. PRESS K for keyboard. Next you have the choice of 3 games. For this activity, select the **FIND IT** game, as it is the easiest. LEFT OR RIGHT ARROW KEYS must be used to select the number of the game desired. When the light flashes on 3. **FIND IT** press the SPACE BAR to start the game.

Computer Activity:

1. Describe the child's reaction to seeing the first picture appear on the monitor. _____
   _____
   _____
2. Talk with the child about the first shape that appears at the bottom of the screen. LET THE CHILD TELL YOU ABOUT THE SHAPE. Record what the child says or does. _____
   _____
   _____
3. Most children require little or no guidance. If the child hesitates, ask, "What do you think will happen if you press this arrow key?" The child should press the arrow keys until the appropriate shape in the above picture is flashing. Then press the SPACE BAR. If the answer is incorrect, you will hear a low "bloop." Press SPACE BAR for a new picture. List the shapes that appear at the bottom of the monitor. Also record the child's response to the shapes that appear.

Shapes	Child's Response
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

4. Comment on the child's attention span for this activity.

---

5. List any problems you encountered as you completed this activity with your case study child. ---
---
---

6. What changes would you make if you repeat this activity?

IF THE CHILD WISHES TO CONTINUE TO ANOTHER GAME PRESS THE ESCAPE KEY AND THE THREE GAME CHOICES WILL AGAIN APPEAR. SEE YOUR TEACHER FOR SPECIFIC DIRECTIONS TO FOLLOW WHEN PLAYING THE OTHER TWO GAMES.

TEACHER'S GUIDE TO COMPUTER ACTIVITIES

THE SOFTWARE

Title: You Decide - Part II
Publisher: C.W. Publications
Address: PO Box 744
Sterling, IL 61081

List Price: $45.00
Copy Right Date: 1984

THE HARDWARE

For use with APPLE II+, APPLE E, APPLE IIC, AND APPLE III.

ABOUT THE LESSON

This simulation will provide an experience in decision making which will indicate readiness for independence.

Identify relationships between choices and financial security.

Become familiar with various types of checking accounts. Understand various kinds of savings accounts.

INTRODUCTION OF COMPUTER ACTIVITY

Have students role play situations which develop in families over finances. These situations will be prepared by the teacher. Discussion will follow the role-plays.

METHOD OF INSTRUCTION

Simulation

PREPARING FOR THE COMPUTER

The student will need one program disc per computer and a single disk drive.

The master disk and documentation are reproduceable--make several disks for student use. (Each disk will contain 10 student's files).

Introduce the activity. A simulation method will be used.

THE COMPUTER ACTIVITY

The student will need to read documentation section "You Decide." The activity follows a simulation format and student will make various decisions on financial matters: rent, car buying, insurance, compute take-home pay, and figure bank balances. This is a game and points are gained and deducted according to

responses.

AFTER THE COMPUTER

Student will compute balances in a mock checkbook.

Class discussion will follow to explore various ways student's families handle finances.

ADDITIONAL SUGGESTED ACTIVITIES

Visit various financial institutions and have personnel explain advantages of various accounts.

View family sit-coms and report how finances enter into or affect family life.

TEACHER'S GUIDE TO COMPUTER ACTIVITIES

THE SOFTWARE

Title: The Micro Guide to Fashion Careers
Publisher: Career Development Software, Inc.
Address: 207 Evergreen Drive
Vancouver, WA 98661
206/696-3529

List Price:
Copy Right Date:

THE HARDWARE

Guide is written for use on APPLE II series computers.

ABOUT THE LESSON

This lesson is designed to give an in depth view of careers in the fashion industry.

Students will be given a Job bank--categories of jobs in the areas of:

- fashion auxiliaries
- manufacturing
- retail
- textile industry

Students will be given a list of career notes under each job title which lists the specifics of the job:

- where the jobs are
- who is hiring
- what is it
- what kind of career preparation is needed

INTRODUCTION OF COMPUTER ACTIVITY

Discuss the broad areas of the fashion industry. Where are the jobs for those people who have an interest in fashion?

PREPARING FOR THE COMPUTER

If printer is not used take paper and pencil to computer.

THE COMPUTER ACTIVITY

Students may work as partners or as individuals.

Each group is to orally present their findings to the class.
Each group is to hand in a written report on 5 careers in the fashion industry.
List 5 job titles that interest you.
Print the career notes that coordinate with those jobs.

Print a self-profile/inventory for yourself in the fashion industry.
Prepare interview questions for shadowing experience.

AFTER THE COMPUTER

Orally present your findings to the class.
Choose one career that you would like to investigate further.
Complete library research or contact guidance office for more information about the career.

ADDITIONAL SUGGESTED ACTIVITIES

Shadow someone in your community that has the same career in which you have an interest. The teacher or guidance counselor should be able to help find a good resource person. Prepare to ask quality questions!

HANDOUTS
None

TEACHER'S GUIDE TO COMPUTER ACTIVITIES

THE SOFTWARE

Title: Pattern Layout Simulator,
Author:
Publisher: Orange Juice Software Systems
Address: 222 S. Washington Ave.
New Richmond, WI 54107

List Price: $55.00
Copy Right Date:

THE HARDWARE

This guide is written for Apple II series computers, and printer, with graphics capability.

ABOUT THE LESSON

This activity is included in the clothing construction unit so that students will recognize the importance of laying pattern pieces according to the pattern layout. The student will practice pattern layout by correctly placing pattern pieces on an appropriately folded piece of fabric.

INTRODUCTION OF COMPUTER ACTIVITY

Students should have covered the following: pattern symbols and functions, pattern and fabric preparation, and types of fabric folds. Students should have viewed a teacher demonstration of a pattern layout, completed on the computer.

METHOD OF INSTRUCTION

Simulation

PREPARING FOR THE COMPUTER

Practice manipulation of pattern pieces, left-right and up-down, using the appropriate keys.

THE COMPUTER ACTIVITY

Students should work in small groups of 3 to 4. They will try to position all pieces within a 10 minute time frame. After the time limit, each group will print its layout. Each student will be given simulation number two and instructed to work on an individual basis. Follow directions from the program. Complete the layout within the original time fram. The students will print the second layout.

AFTER THE COMPUTER

Each group will analyze both printouts and present the results to the class. Teacher will interpret the results in terms of time required, accuracy in following directions, and improvements made on the second layout. Have class formulate rules for making a pattern layout. Teacher will observe the application of these rules when each student makes his first actual layout.

ADDITIONAL SUGGESTED ACTIVITIES

Teacher and/or student demonstrations of pattern layouts. Use the overhead projector for practicing pattern laying.

HANDOUTS

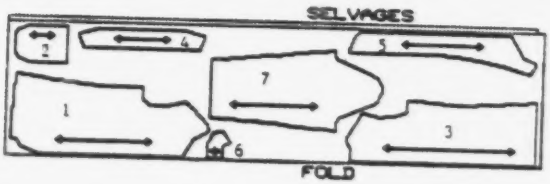
Program handout-simulation #2

SIMULATION TWO

Using the computer, lay out the pattern pieces in simulation two to match the cutting layout below.

Enter the number of the piece you wish to position when the computer presents the prompt.

SIMULATION NUMBER TWO



TEACHER'S GUIDE TO COMPUTER ACTIVITIES

THE SOFTWARE

Title: Comparative Buying - Buying Wisely
Author:
Publisher: MCE Inc., 1982
Address: 157 S. Kalamazoo Mall
Kalamazoo, MI 49007
616/345-8681

List Price:
Copy Right Date: 1982

THE HARDWARE

Apple Series.

ABOUT THE LESSON

Upon completion of the computer tutorial, the student will present an oral report on selection of an item of clothing, including where it will be worn, quality, price and why chosen.

INTRODUCTION OF COMPUTER ACTIVITY

Students need to think through values. They also need to discuss family situations on which to base consumer choices. Students should complete handout #1 entitled "Areas of Self and Family Needs."

METHOD OF INSTRUCTION

Tutorial

PREPARING FOR THE COMPUTER

Review instructions for program use.

THE COMPUTER ACTIVITY

This program deals with several concepts. Price, size and quality define comparative quality. The second concept deals with criteria to use when shopping. Feedback to the student is accomplished through review questions.

AFTER THE COMPUTER

Complete handout #2 - "Decisions About Buying"
Student gives oral report on assignment:

1) Select a garment and state an appropriate occasion to wear it.
2) State your choice of quality and price range that you feel meets the need of the outfit, and defend your

reasoning.

3) Tell what quality and price you would pay and why.

ADDITIONAL SUGGESTED ACTIVITIES

Construct a calendar that indicates the best time to purchase various garments at the most economical price.

HANDOUTS

1. Refer to attached handout #1, "Areas of Self and Family Needs."
2. Refer to attached handout #2, "Decisions About Buying."

Handout #1

BUYING WISELY
AREAS OF SELF and FAMILY NEEDS

NAME: _____

DATE: _____

Self and Family Demands

DIRECTIONS: Answer the following questions by circling the correct answer. If no answer is correct, fill in the blank after "other."

1. How big is your family?

   small medium large other _____

2. Where do you live:

   city suburb town country other _____

3. What is the area you live in like?

   near water inland farmland other _____

4. What is the weather like?

   warm or hot all year cold all year

   cold in winter, hot in summer other _____

5. What hours could you shop without it being crowded?

   mornings afternoon evenings other _____

6. Do you (or your family) move often?

   yes no other _____

7. Do you rent or own the place where you live?

   rent own other _____

8. How big is where you live?

   2-3 rooms 4-8 rooms 8-12 rooms 13+rooms

   other _____

Decisions About Buying

DIRECTIONS: Now that you have answered questions about your self and family demands, you should use the information to answer these questions about which item you would buy. Circle one item in each column. Base your answers on your self and family demands.

Which would you buy?

built-in T.V.

large T.V. in cabinet

portable T.V.

Which would you buy?

2 pounds of potatoes

10 pounds of potatoes

50 or more pounds of potatoes

Which would you buy cheaply where you live?

fish	vegetables	wheat
fruit	meat	other _____

TEACHER'S GUIDE TO COMPUTER ACTIVITIES

THE SOFTWARE

Title: Menu Planning on a Budget
Publisher: C.W. Publications
Address: PO Box 744
Sterling, IL 61081

List Price: $45.00
Copy Right Date:

THE HARDWARE

This guide is written for APPLE II Series computers.

ABOUT THE LESSON

Introduction of Activity: This microcomputer simulation requires your students to plan meals and purchase food while staying within a budget that is predetermined.

METHOD OF INSTRUCTION

Simulation for small group.

INTRODUCTION OF COMPUTER ACTIVITY

Students should have prior knowledge of basic nutrition and meal planning.

PREPARING FOR THE COMPUTER

The student will need a copy of the following from the documentation:

- Menu planner form (p. 8)
- Shopping list form (p. 9)
- Breakfast, lunch, and dinner menus (pp. 10-12)
- Grocery store listing (pp. 22-27)
- List of staple items on hand (p. 2)

The student will plan one day's meals with $20.00 to spend using information from the handouts listed above.

THE COMPUTER ACTIVITY

This activity could be used as a simulation of a family of 4. (All cookbook listings are for 4 servings.) Student will enter data compiled during pre-computer activity.

OPTIONAL ACTIVITY

This simulation could be done by an individual or as a teacher directed activity for a large group.

AFTER THE COMPUTER

Evaluation: If a printer is used, have students turn in printout of their budget, the amount of money they have left, the meals planned, the food purchased, and the amount of food left.

If a printer is not available, have students turn in "Menu Planner Form", p. 8 and "Shopping List Form", p. 9 completed with information.

ADDITIONAL SUGGESTED ACTIVITIES

The students could plan weekly menus given a budget for a family of four and develop a shopping list which would be used for the week.

HANDOUTS

Refer to software documentation:

- List of staple items on hand (p. 2)
- Menu planner form (p. 8)
- Shopping list form (p. 9)
- Breakfast, lunch, and dinner menus (pp. 10-12)
- Cookbook listing (pp. 13-21)
- Grocery store listing (pp. 22-27)

TEACHER'S GUIDE TO COMPUTER ACTIVITIES

THE SOFTWARE

Title: Comparative Buying--Understanding Sales Buying
Publisher: MCE Incorporated, 1982
Address: 157 S. Kalamazoo Mall
Kalamazoo, MI 49007
616/345-8681

List Price:
Copy Right Date:

THE HARDWARE

APPLE Series

ABOUT THE LESSON

Students will be able to define types of sales, show ways to take advantage of sales, and determine if a sale is really a sale by satisfactorily completing the computer program and handouts.

Students will create a simple budget based on values, goals and determine needs and wants.

METHOD OF INSTRUCTION

Tutorial and simulation.

INTRODUCTION OF COMPUTER ACTIVITY

1. Class should discuss what are needs and wants, and how that affects their budget.
2. Fill out sheet--"Facts about Sales." (Handout #1)
3. Discussion of budgeting.

PREPARING FOR THE COMPUTER

Review of instructions for program use.

THE COMPUTER ACTIVITY

Computer activity is divided into 3 areas:
Concept 1 deals with an introduction to sales.
Concept 2 deals with facts about sales.
Concept 3 allows the student to develop their own situations on sales. They will develop a budget based on their goals.

AFTER THE COMPUTER

Handout #2, "Figuring Amounts Saved," could be used.

ADDITIONAL SUGGESTED ACTIVITIES

1. Visit stores to comparison shop to determine if a sale really is a sale.
2. Have students examine sale catalogs to determine types of sales and when certain items are typically on sale.
3. Develop long range buying goals.
4. Crossword puzzle of terms and vocabulary could be developed.

HANDOUTS

Refer to attached handout #1, "Facts about Sales."
Refer to attached handout #2, "Figuring amounts Saved."

Handout #1

UNDERSTANDING SALES BUYING
Facts About Sales

Name _____

Date _____

Directions: Which of the following should you think about when shopping at sales? Place a check next to ideas.

_____ Is this item in my plan to reach my shopping goal?

_____ Does the "real cost" of the item make it a good deal for me?

_____ Does this item work as it should?

_____ Can this item be returned?

_____ What flaws are in this item, if any?

_____ Is this item really on sale?

_____ Can I afford this item?

Handout #2

UNDERSTANDING SALES BUYING
Figuring Amounts Saved

Name _____

Date _____

Directions: Answer the following questions in the space provided.

1. Ms. Jones bought a $61.00 dress on sale for $29.95. How much did she save?

2. Bob bought 2 cans of tomatoes for $3.00. They usually cost $1.98 each. How much did he save on each can by buying the tomatoes on sale?

3. Mr. Gast bought a suit on sale. He got 20% off the price of $79.00. How much was the suit?

4. Mary bought a 6 pound bag of apples on sale for $2.89. She could have bought apples next door at $.42 per pound. Did she get the best buy?

TEACHER'S GUIDE TO COMPUTER ACTIVITIES

THE SOFTWARE

Title: Comparative Buying--Becoming an Informed Shopper
Publisher: MCE Inc.
Address: 157 S. Kalamazoo Mall
Kalamazoo, MI 49007

List Price:
Copy Right Date: 1982

THE HARDWARE

APPLE Series

ABOUT THE LESSON

Student will collect labels from clothing, food, and household products analyzing them according to information presented in the computer program.

METHOD OF INSTRUCTION

Tutorial

INTRODUCTION OF COMPUTER ACTIVITY

Actual labels and analyzing them. Looking at quality of garment, or product.

PREPARING FOR THE COMPUTER

Students would be in classroom setting. Computer usage--individual or small groups.

Review instructions for program use.

THE COMPUTER ACTIVITY

This program is divided into three areas:

Concept 1-Discusses quality of an item and what determines quality

Concept 2-Discusses how to become an informed shopper through reading advertisements, catalogs, labels, and where to shop.

Concept 3-Situation involves learning to read a label and asking questions about an item.

AFTER THE COMPUTER

1. Assign all students to collect labels from clothing, food and/or household products. Have students analyze labels and write a report on information found on labels and how it

affects the quality of the products.
2. Copy an example of a label and ask student questions about information on labels.

ADDITIONAL SUGGESTED ACTIVITIES

Reinforcement could be done through Handout #1 - "Informed Shopper" and Handout #2 - "Determining Quality".

Analyze a number of items of same kind but of different quality levels (ex. fruit or veg.)

How does quality affect price?

Where would you use different levels of quality?

HANDOUTS

Refer to attached:

Handout #1.
Handout #2.

BECOMING AN INFORMED SHOPPER - Handout # 1
Informed Shopper

Name _____

Date _____

Directions: You are to write down how each of the following could help you become an informed shopper.

1. Ad on radio or TV and in newspapers or magazines

_____

_____

_____

2. Free Samples

_____

_____

_____

3. Friends

_____

_____

_____

4. Chamber of Commerce or Other Agencies

_____

_____

_____

5. Seals of Approval

_____

_____

_____

6. Labels

---

7. Shopping at many stores

---

8. Catalogs

BECOMING AN INFORMED SHOPPER - Handout # 2
Determining Quality

Name _____

Date _____

Directions: Below four items are described, you are to figure out if the item described is high, medium or low quality. Circle the probable quality of each item.

Item One -- A thick sweater made of virgin wool with a unique design. It costs about $48.00.

High Quality Medium Quality Low Quality

Item Two -- A sports car with a sunroof, power windows and locks, tape deck, and power seats.

High Quality Medium Quality Low Quality

Item Three -- A vacuum cleaner with one speed that uses paper bags to catch the dirt, and has little suction.

High Quality Medium Quality Low Quality

Item Four -- A pair of washable slacks of which there are many like it that costs $20.00 to $30.00

High Quality Medium Quality Low Quality

TEACHER'S GUIDE TO COMPUTER ACTIVITIES

THE SOFTWARE

Title: The Micro Guide to Careers Series: The Micro Art of Interviewing
Publisher: The Career Development Software, Inc.
Address: 207 Evergreen Drive
Vancouver, WA 98661
206/696-3529

List Price: $79.00
Copy Right Date: 1985

THE HARDWARE

This guide is written for APPLE II series computers (printer is optional).

ABOUT THE LESSON

Students, through mock interviews and observation of mock interviews, will identify characteristics associated with a successful interview.

Students will demonstrate appropriate preparation for an interview.

INTRODUCTION OF COMPUTER ACTIVITY

Invite a personnel director to talk to class and explain what he/she looks for during an interview and why certain people are hired.

Role play several interview situations.

PREPARING FOR THE COMPUTER

Self-generating program-need no additional information or supplies.

THE COMPUTER ACTIVITY

This program shows a "fantasy interview" about what NOT to do. It is a humorous presentation meant to help relieve the anxiety of an interview. Several students could use this at one time. It is a good introduction to the interviewing process.

AFTER THE COMPUTER

Discuss the questions asked in the "fantasy interview." How would you have answered those questions?

Discuss the stages of an interview as illustrated in the computer interviews.

Rehearse interviews (or question and answers from interviews).

ADDITIONAL SUGGESTED ACTIVITIES

Video tapes or filmstrips about the interview process may be used.

Students may prepare lists of questions which may be asked in an interview in their career areas.

HANDOUTS

Refer to attached handouts #1, 2, & 3.

Handout # 1

Name _____ Date _____
Class _____ Teacher _____

JOB INTERVIEWS I

Directions: During a job interview, you may be asked questions that require only a "yes" or "no" answer. Often, however, it is best to answer "yes" or "no" and explain your answer. For the questions that follow, assume that the answer is "yes," and write an explanation. The first one is done for you.

1. Do you live near here? Yes Explanation: I life about two miles from here.
2. Do you like to work with machines? Yes Explanation: ____
3. Do you think you will be happy working here? Yes Explanation: _____
4. Do you plan to work in one place for a long time? Yes Explanation: _____
5. Are you willing to travel out of town on the job? Yes Explanation: _____
6. Would you be willing to work overtime? Yes Explanation: _____
7. Do you think you are well qualified to work here? Yes Explanation: _____
8. Did you enjoy high school? Yes Explanation: _____
9. Do any of your friends work here? Yes Explanation: _____
10. Do you think before you act? Yes Explanation: _____
11. Are you in good physical shape? Yes Explanation: _____
12. Do you enjoy having weekends off? Yes Explanation: _____
13. Would you be willing to move to another city for your job? Yes Explanation: _____

Handout # 2

Name _____ Date _____
Class _____ Teacher _____

JOB INTERVIEWS II

Directions: Below are some questions you might be asked at a job interview. Write your answers to the questions in the spaces. Think of a specific job you might be applying for while answering the questions.

1. Which course of high school was most difficulty for you?
_____
2. What made the course difficult? _____
_____
3. Tell me something about yourself. _____
_____
4. Wh do you want to work here? _____
_____
5. What kind of boss would you like to have? _____
_____
6. Why do you think you would be good at the job? _____
_____
7. What is your most important weakness? _____
_____
8. What is your most important strength? _____
_____
9. For what reason would you quit a job? _____
_____
10. What do you like to do best in your spare time? _____
_____
11. Do you plan to remain in this area? _____
_____
12. How do you feel about working under pressure? _____
_____
13. What job would you like to have five years from now? _____
_____
14. Would you rather work alone or with other people? _____
_____
15. What other companies would you like to work for? _____
_____

Handout # 3

CHECK LIST FOR JOB INTERVIEW

PREPARATION

[ ] Learn something about company
[ ] Have specific job or jobs in mind
[ ] Fill in Pocket Resume
[ ] Review, in your mind, your qualifications for job. Be prepared to answer broad questions about yourself.
[ ] Bring any military discharge papers

APPEARANCE

[ ] Freshly scrubbed
[ ] Well groomed
[ ] Suitable dress
[ ] Make up in good taste

INTERVIEW

[ ] Be prompt
[ ] Answer questions directly and truthfully
[ ] Be well mannered
[ ] Use proper grammar and good diction
[ ] Be enthusiastic and cooperative
[ ] Don't be afraid to ask questions

TEST

[ ] Listen to instructions
[ ] Read each question carefully
[ ] Write legibly
[ ] Don't dwell too long on one question

TEACHER'S GUIDE TO COMPUTER ACTIVITIES

THE SOFTWARE

Title: The Micro Guide to Careers Series: Self Employment Opportunities
Publisher: The Career Development Software, Inc.
Address: 207 Evergreen Drive
Vancouver, WA 98661
206/696-3529

List Price: $49.00
Copy Right Date: 1985

THE HARDWARE

This guide is written for APPLE II series computers.

ABOUT THE LESSON

This lesson analyzes the student's work style and gives suggestions for work opportunities.

Self Employment Opportunities is an exploratory program. It is helpful to use this as a follow up to Work Activities Inventory Job Bank series.

Using the Self Employment Opportunities program, the student will select an area of interest and match it with his/her work style.

The student will make decisions about six entrepreneurship opportunities by following the directions on the screen.

INTRODUCTION OF COMPUTER ACTIVITY

Background lessons would give students an understanding of a vocabulary including: entrepreneurship, job outlook, job description, job environment, special training, job tasks, job settings and career clusters.

PREPARING FOR THE COMPUTER

Students will work individually after receiving instructions for the computer activity. The teacher will provide students will the Computer Activity Journal (handout #1). This activity takes approximately 20 minutes per option.

THE COMPUTER ACTIVITY

The activity will be done by individual students following instructions as they appear on the screen. The student will report progress on the Computer Activity Journal (handout #1).

AFTER THE COMPUTER

The student will share his/her journal with the teacher and participate in class discussion.

ADDITIONAL SUGGESTED ACTIVITIES

The student should choose an area of interest and investigate it using guidance and library sources. The Occupational Outlook Handbook would be one source. Following his/her research, the student should interview an entrepreneur in the student's chosen area. Use the interview guide sheet (handout #2).

The student should take the vocabulary quiz (handout #3).

HANDOUTS

Refer to attached handouts:
Computer activity journal, handout #1
Interview guide sheet, handout #2
Vocabulary quiz, handout #3

Handout #1

Name ----------
Class ----------

COMPUTER ACTIVITY JOURNAL

Date	Name of Disk Used	Reaction (Include what was accomplished and any decisions made)

Handout #2

INTERVIEWING GUIDE

I. Information about the work involved
   a. What is your job title?
   b. What do you do?
   c. What kinds of tools or machines are used in your job?
   d. Do you have any special uniform or clothing for your job?
   e. Describe where you work. Is it hot, cold, noisy, indoors, or outdoors? Are there hazards?
   f. Do you travel much in your job?
   g. Do you usually work with others, or do you usually work by yourself?
   h. What do you feel is the hardest part of your job? The easiest?

II. Preparation and education
   a. What are the educational requirements for this job?
   b. What experiences would be helpful in preparing for this job?
   c. What subjects in school contributed most in this job? How?
   d. Are there special professional or union requirements which you must meet to get this job?
   e. How would a person get an entry-level job in this field?
   f. Are there more men or women in this field?
   g. What other jobs does your own job qualify you to do?

III. Compensation
   a. About how much money could a person expect to make who is just starting in this job? After several years?
   b. Could a person make extra money in this job?
   c. What fringe benefits are available to you (e.g., vacation, insurance, sick pay)?
   d. How does a person get paid in this job (hourly, weekly, monthly, by piecework, commission)?
   e. Would you stay in this job if it paid less? Why or why not?

IV. Personal aspects of the job
   a. How do you feel about your work?
   b. When do you receive compliments about your work?
   c. What would you most like to change in this job?
   d. How does your job involve other people? How does your job affect their lives?
   e. Does your job affect your personal life?
   f. Do you have to work nights or on weekends? Is there steady employment in this field, or is it seasonal?
   g. Can you schedule your own time?
   h. Do you have a job where you have to be nice to people all day--even people who are crabby and ill-mannered?
   i. When and why are people fired from this job?
   j. Is this job available where we live, or would

relocation be necessary?
k. What are the opportunities for advancement?

V. Career development
a. What did you first think of doing with your life in terms of a career?
b. How did school help you make career decisions?
c. Who was a significant person in your career development?
d. What did your parents think of your career choice? Your teachers?
e. Have you always wanted to do what you are doing today? Why or why not?
f. How did you find out about your present job?
g. What changes have you made in your career development?
h. Where do you see yourself in five years? In ten years?
i. What do you recommend to a young person thinking of a career in your field today?

VI. Other questions
a. What else can you tell us about your work that you feel we should know?
b. What do you suggest we do if we want to find out more about your type of work?

DO:

- research prior to the interview. Background information about the job will help you develop more intelligent questions.

- mention some of the facts already known about the resource person to create a pleasant atmosphere.

- ask broad and general questions early in the interview to establish rapport.

- try to ask some questions that will evoke "feeling" responses from the individual--questions such as: "how do you feel about your job?" "What do you like, dislike, etc.?"

- rephrase questions to get answers unless the resource person indicates the question is inappropriate.

- tell the resource person that he or she is free to say: "I would like to pass on that question," or "Next question, please."

- build questions upon the answers of the resource person.

DO NOT:

- ask questions of a personal nature, such as: "Are you married?" "Do you have family problems?"

- ask questions which can be answered with "Yes" or "No."
- ask: "How much money do you make?"
- say "I see" or "Yes" after each response of the resource person. Questions can be built on responses, or students can go directly to the next question.
- let the interview run too long.
- compare the person who you are interviewing with other people who have similar jobs.

Handout #3

Name _____
Class _____

Self-Employment Opportunities
Vocabulary Quiz

Define and give one example of the following:

1. Entrepreneurship -

   Ex.

2. Job description -

   Ex.

3. Job environment -

   Ex.

4. Special training -

   Ex.

5. Job outlook -

   Ex.

6. Job tasks -

   Ex.

7. Job settings -

   Ex.

TEACHER'S GUIDE TO COMPUTER ACTIVITIES

THE SOFTWARE

Title: The Career Development System: The Work Activities Inventory
Publisher: The Career Development Software, Inc.
Address: 207 Evergreen Drive
Vancouver, WA 98661

List Price: $79.00 - 3 disk set
Copy Right Date: 1985

THE HARDWARE

This guide is written for APPLE II series computers. (printer is optional).

ABOUT THE LESSON

Work Activities Inventory is the disk introducing a career exploration activity which helps the student identify his/her major interest areas.

Using this activity, the student will complete a process to better understand self and others in the world of work.

After a thirty item questionnaire the student is presented with his/her score and a menu of the six interpretation areas. The student is encouraged to explore all six areas which includes a description of the work type found in that work environment.

INTRODUCTION OF COMPUTER ACTIVITY

In the classroom setting, students should receive an overview of the series Career Development System and be encouraged to explore and identify their skills, aptitudes and abilities, as they relate to individual and family decisions.

PREPARING FOR THE COMPUTER

Students will proceed individually after receiving the overview by the teacher. Students should take pencil and paper to the computer if not using a printer.

THE COMPUTER ACTIVITY

The activity will be done by individual students following instructions as they appear on the screen. The student will report progress on the Computer Activity Journal (handout #1).

AFTER THE COMPUTER

It is recommended that this computer activity be followed with

the "Work Activities Inventory Job Bank" series which indentifies major career clusters--creators, helpers, investigators, doers, organizers, influencers (2 disks). Follow directions as they appear on the screen.

ADDITIONAL SUGGESTED ACTIVITIES

It is recommended that the student complete the Career Development Series. The student will share his/her journal with the teacher and participate in class discussion.

HANDOUTS

Refer to attached Computer Activity Journal (handout #1).

Handout #1

Name _____
Class _____

COMPUTER ACTIVITY JOURNAL

Date	Name of Disk Used	Reaction (Include what was accomplished and any decisions made)

TEACHER'S GUIDE TO COMPUTER ACTIVITIES

THE SOFTWARE

Title: The Career Development System: The Values Auction
Publisher: Career Development Software, Inc.
Address: 207 Evergreen Drive
Vancouver, WA 98661

List Price: $79.00
Copy Right Date:

THE HARDWARE

This guide is written for APPLE II series computers. (printer is optional).

ABOUT THE LESSON

Values auction game is a competitive game. The user bets against the computer for one of nine major values. The highest bid obtains the value.

OBJECTIVES

Using the game of strategy and the values auction score sheet, the student will obtain and record as many career and/or personal values as possible (see handout #1).

INTRODUCTION OF COMPUTER ACTIVITY

Background should include lessons which would give students an understanding of: What is a value? Where do we obtain our values? Do values change? Do values affect behavior? What do I value?

PREPARING FOR THE COMPUTER

The setting could be a classroom of junior - senior students or independent study. Students will work individually after the class receives instructions for the computer activity. The teacher will provide copies of the values auction score sheet from the computer documentation. This activity takes approximately 15 minutes per student.

THE COMPUTER ACTIVITY

This activity will be done by individual students using the values auction score sheet. For definitions of the values, students may press the letter D as indicated on the monitor. This is a forced answer game which causes the student to rank his/her values.

AFTER THE COMPUTER

Discussion will follow. In a family living class this would be related to the selection of a mate. In a hero related class discussion would be related to the reasons why people work. After discussion, students will hand in revised values auction score sheets. This program is appropriate for other classes also.

ADDITIONAL SUGGESTED ACTIVITIES

Using the case study, explain the cause-and-effect relationship which values have on goals. See handout #2.

Prepare a case study, skit, short story or puppet show in which the student demonstrates the cause-and-effect relationship of values and goals. A situation which involves a part-time job decision may be used. These may be presented and discussed at an FHA-hero meeting or in class.

HANDOUTS

Refer to attached:

Handout # 1 (from documentation P. 6)
Handout # 2

Handout #1

THE VALUES AUCTION

Values Auction Score Sheet

How much do you plan to spend on each of the nine work values ($1000 total)?

Work Value	Amount
Helping other people	
Prestige	
Security	
Money	
Power and Authority	
Independence	
Creative Expression	
Variety	
Home life	

	Results	
	Computer's Bid	Winner
Helping other people		
Prestige		
Security		
Money		
Power and Authority		
Independence		
Creative Expression		
Variety		
Home life		

Handout #2

Using resources, diagram or prepare a model which depicts the valuing process. Explain the cause-and-effect relationship which values have on goals. Review the following situation and determine if the goal stated follows through on the actual values displayed by the person.

Stan wants a college education and knows the only way he can attain this is to work and save his money. He has decided to save $100 each month. All of his friends have purchased cars recently and Stan reasons he will need a car for college. He finds a good buy which will take $50 from his savings each month. This means that he will only be able to save $50 a month for college. He may need to wait an extra year before he can begin school.

TEACHER'S GUIDE TO COMPUTER ACTIVITIES

THE SOFTWARE

Title: The Career Development System: The Corporation Job Game
Publisher: The Career Development Software, Inc.
Address: 207 Evergreen Dr.
Vancouver, WA 98661

List Price: $79.00
Copy Right Date: 1985

THE HARDWARE

This guide is written for APPLE II series computers (printer is optional).

ABOUT THE LESSON

The purpose is to sensitize the user to the existence of the corporate value system and the problem solving behaviors that are considered appropriate or inappropriate.

Using the game simulation computer activity students will explore the concept of career ladder and its relationships with corporate power, emotional energy, and job satisfaction.

INTRODUCTION OF COMPUTER ACTIVITY

Backgrounds should include lessons on personal values and interest as well as career clusters and human relationships.

PREPARING FOR THE COMPUTER

The setting could be a classroom of junior - senior students or independent study. Students will work individually after the class receives instructions for the computer activity. This activity takes approximately 30 minutes per option. Students should be encouraged to do two options.

THE COMPUTER ACTIVITY

The activity will be done by individual students following instructions as they appear on the screen. This is a forced answer game which causes the student to make decisions.

The goal for each student is to climb to the top of his/her career ladder by accumulating power and energy points. An optional quiz is included.

AFTER THE COMPUTER

Students should be encouraged to share their decisions and feelings as they experienced their simulation. This may be done through class discussion or a written assignment.

ADDITIONAL SUGGESTED ACTIVITIES

Invite speakers from the community to share decisions they have made in their job and how these decisions have affected their family.

Develop a workable work/family schedule; one schedule to emphasize quality of time spent with spouse and children and a second schedule to emphasize quantity of time spent with spouse and children. Determine factors, based on the results of student simulation, that would influence the choice of quantity time or quality time.

HANDOUTS
None

TEACHER'S GUIDE TO COMPUTER ACTIVITIES

THE SOFTWARE

Title: The Career Development System: The Graduation Dilemma
Publisher: The Career Development Software, Inc.
Address: 207 Evergreen Drive
Vancouver, WA 98661
206/696-3529

List Price: $79.00
Copy Right Date: 1985

THE HARDWARE

This guide is written for APPLE II series computers (printer is optional).

ABOUT THE LESSON

The Graduation Dilemma consists of 3 separate programs. Each of the three programs contains an entrance examination designed to introduce aptitudes found in that educational environment and a special issue section which presents major challenges encountered in that environment.

Using the Graduation Dilemma game, the student will explore aptitudes common to each of the three major educational choices: university education, community college, or vocational school.

Caution: The purpose of the aptitude test is to help the student self assess, not to screen the individual. It is not a psychological test.

INTRODUCTION OF COMPUTER ACTIVITY

Background lessons should cover identification of skills, interests, aptitudes, and abilities of students. Students should be made aware of resources in their school and community.

PREPARING FOR THE COMPUTER

The setting could be a classroom of junior - senior students or independent study. Students will work individually after the class receives instructions for the computer activity. This activity takes approximately 30 minutes per student. Students should have paper and pencil if printer is not available.

THE COMPUTER ACTIVITY

Students follow instructions on the screen and the computer records a tally. The student may exit the program at anytime by choosing option #4.

AFTER THE COMPUTER

The teacher should arrange discussion time with the student after the activity.

ADDITIONAL SUGGESTED ACTIVITIES

Ask guidance counselor and librarian for recommendations of resources to help the student further explore his/her career preparation.

Invite representatives from a university, community college, and vocational school to talk with class about their educational opportunities.

HANDOUTS

TEACHER'S GUIDE TO COMPUTER ACTIVITIES

THE SOFTWARE

Title: Starting a New Business - 2 disks
Publisher: Queue
Address: 5 Chapel Hill Drive
Fairfield, CT 06432
1-800-232-2224

List Price:
Copy Right Date: 1984

THE HARDWARE

This guide is written for APPLE II series computers.

ABOUT THE LESSON

This lesson is an educational game that mirrors life. Optimum choices solve problems and lead to success. Non-optimum choices create problems, some of which can be corrected. Some mistakes create problems which can be corrected. Major mistakes, however, create problems on a deeper level which lead inevitably and predictably to failure.

The game is designed to enhance the player's ability to predict the results of common business decisions, and thereby avoid mistakes which could lead to failure. The program improves decision-making ability through practice. Research and planning are emphasized as the basis of successful action, and decisive action as the basis of achieving goals.

INTRODUCTION OF COMPUTER ACTIVITY

Discuss handout "do's" and "don'ts" of starting a new business. (p. 13 and 14 of documentation.)

PREPARING FOR THE COMPUTER

Program is self-instructional. Student should decide which basic sector of the economy which they wish to pursue: service, retailing or manufacturing.

THE COMPUTER ACTIVITY

Students could do the activity as a small grcup (2-3) or individually. Other students should be defining vocabulary words. (Handout # 2). Game may take from 20 minutes to several hours.

AFTER THE COMPUTER

Quiz on vocabulary of small business terms.
Class discussion: What are the advantages and disadvantages of starting your own business? Would staring your own business be realistic for you? Why? Why not?

ADDITIONAL SUGGESTED ACTIVITIES

Set up a small business simulation in class, assigning students different responsibilities.

Have students invite small business owners from your community to speak to the class about how they got started, what made or makes them successful, how do they view today's work ethic?

HANDOUTS

Refer to documentation:
Appendix 1 p. 13 and 14 from

Refer to attached:
Handout # 1

STARTING A SMALL BUSINESS - VOCABULARY - Handout # 1

Accounts payable

Assets

Capital

Cash flow

Copyright

corporation

current assets

debt

equity

entrepreneur

income statement

inventory

line of credit

management

markup

partnership

profit

sole proprietorship

working capital

trademark

TEACHER'S GUIDE TO COMPUTER ACTIVITIES

THE SOFTWARE

Title: There's a Career for You in Home Economics
Author: Connie Slater
Publisher: MCI Inc.
Address: 157 S. Kalamazoo Mall
Kalamazoo, MI 49007

List Price: $20.00
Copy Right Date:

THE HARDWARE

This guide is written for APPLE II series computers.

ABOUT THE LESSON

The program is designed to assess each student's interests and match these interests to specific jobs. Each student is asked twenty thought-provoking questions. The program quickly compares the student's unique combination of answers to the skills and requirements of each of fifty-three occupations. The three jobs which most closely match the student's answer-profile are presented to the student. The student then may consult the MCI Career Guide which accompanies the program.

The student will match their interests with specific occupations in home economics.

INTRODUCTION OF COMPUTER ACTIVITY

The teacher can introduce home economics occupations through bulletin boards and posters.

PREPARING FOR THE COMPUTER

The student will:
1. List six things to be considered when selecting an occupation.
2. Give three occupations within the home economics area which match his/her interests, the student will state the educational qualifications.
3. Perform at least two activities stated in the "Where to Start" sections of the documentation.

THE COMPUTER ACTIVITY

This activity must be done individually.

AFTER THE COMPUTER

After completing the interest inventory, ask students to concentrate on investigating a single occupation or to contrast the three occupations selected for them on the basis of their answers.

Next, students should study the "Where to Start" section of the Career Guide. While many occupations include suggestions for part-time or seasonal jobs to try now, there are also suggestions for research projects, persons to interview and projects to do at home and at school.

You may want to require that each student also choose an address from the "Sources of Additional Information" section in the guide, and write a letter of inquiry concerning the occupation.

ADDITIONAL SUGGESTED ACTIVITIES

Set up an interview with a person in your community that is currently employed as one of computer's occupation selections for you. Shadow that person for part of his/her work day.

HANDOUTS

Refer to documentation:
1. Guide for interview.
2. You may want to xerox all portions of the guide to divide into separate resource folders for each occupation. Students will find this more accessible than just one master copy.

TEACHER'S GUIDE TO COMPUTER ACTIVITIES

THE SOFTWARE

Title: Design Your Own Home, Interior Design
Publisher: Avant-Garde Publishing Corporation
Address: PO Box 30160
Eugene, OR 97403

List Price:
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THE HARDWARE

Guide written for use on APPLE II Series Computers. Also will need the following: paddles, joystick, kowala pad, or mouse, printer (printer with high-resolution output recommended).

ABOUT THE LESSON

The student will be able to create a room floor plan and then arrange furniture demonstrating correct principles with presentation made from the top view, or from a side view. To become familiar with the software, the student may select a prepared room arrangement from the data disk and experiment with rearrangements.

INTRODUCTION OF COMPUTER ACTIVITY

The students should be familiar with blueprint reading, and furniture symbols.

PREPARING FOR THE COMPUTER

The students should be given a problem to solve, or allow them to be completely free in their creation of the floor plan and furniture arrangement. It is suggested that the first experience be kept quite simple, and possibly use an existing plan from the data disk that is included as a part of the software.

The student should be given copies of the command code sheets.

One class period should be spent familiarizing the students with the program commands.

This program may be completed individually or as a group project.

THE COMPUTER ACTIVITY

The student, or students if working in a group situation, will create a floor plan and then arrange furniture on the plan. When finished they will save the work on the data disk, and then will print the plan for evaluation purposes.

The activity will take from 10 to 60 minutes or longer, depending on the depth of the project being attempted. The project may be saved onto the data disk so more than one class period can be used to complete the assignment.

It is suggested that each student or group of students have a data disk to expedite saving projects.

AFTER THE COMPUTER

The teacher will critique the plans, or conduct a peer critique discussion of all of the projects.

ADDITIONAL SUGGESTED ACTIVITIES

The teacher could present a problem via the data disk that the student or students would have to solve.

As the student becomes more skilled, they may be able to alter the shapes of the furniture, and also draw in the shape of rooms that are not square or rectangular.

The software would be excellent to use for an adult ed. special interest workshop in furniture arrangement problem solving.

SOFTWARE BIBLIOGRAPHY

Title:	The Eating Machine, "Comparing Individual Food Items"
Author:	Barbara Thorne
Publisher:	Muse Software
Address:	347 N. Charles St. Baltimore, MD 21201 301/659-7212
List Price:	$49.95

Title:	The Eating Machine, "Individual Dietary Analysis"
Author:	Barbara Thorne
Publisher:	Muse Software
Address:	347 N. Charles St. Baltimore, MD 21201 301/659-7212
List Price:	$49.95

Title:	The Eating Machine, "Fad Diet Facts You Should Know"
Author:	Barbara Thorne
Publisher:	Muse Software
Address:	347 N. Charles St. Baltimore, MD 21201 301/659-7212
List Price:	$49.95

Title:	The Eating Machine, "People With Special Diets"
Author:	Barbara Thorne
Publisher:	Muse Software
Address:	347 N. Charles St. Baltimore, MD 21201 301/659-7212
List Price:	$49.95

Title:	The Eating Machine, "Reading Food Labels"
Author:	Barbara Thorne
Publisher:	Muse Software
Address:	347 N. Charles St. Baltimore, MD 21201 301/659-7212
List Price:	$49.95

Title:	The Eating Machine, "An Analysis of My Favorite Recipe"
Author:	Barbara Thorne
Publisher:	Muse Software
Address:	347 N. Charles St. Baltimore, MD 21201 301/659-7212
List Price:	$49.95

Title:	The Microwave Oven
Publisher:	Orange Juice Software Systems
Address:	338 South Arch Ave. New Richmond, WI 54107 715/246-3588
List Price:	$95.00

Title:	Planning Nutritious Meals (a meal planning simulation)
Publisher:	C. W. Publications
Address:	P.O. Box 744 Sterling, IL 61081
List Price:	$45.00

Title:	Nutrition--A Balanced Diet, Disk I
Publisher:	Educational Materials and Equipment Co.,
Address:	P.O. Box 17 Pelham, NY 10803
List Price:	$32.00

Title:	The Food Processor
Publisher:	ESHA Research
Address:	P.O. Box 13028 Salem, Oregon 97309

Title:	Cooking & Baking Cluster: Food Service Responsiblities--Hygiene
Publisher:	Mind; Statewide Teaching Aids
Address:	5845 Gardner Highway Alexandria, LA 71301 318/445-2572
List Price:	$147.00/cluster

Title:	Cooking & Baking: First Aid - "Administering First Aide"
Publisher:	Mind; Statewide Teaching Aids
Address:	5845 Gardner Highway Alexandria, LA 71301 318/445-2572
List Price:	$98.00/cluster

Title:	Cooking & Baking: First Aid - "Safety Rules and Procedures"--First Aid
Publisher:	Mind; Statewide Teaching Aids
Address:	5845 Gardner Highway Alexandria, LA 71301 318/445-2572
List Price:	$98.00/cluster

Title:	Cooking & Baking: Food Service Responsibilities--Receiving and Storing Food Supplies
Publisher:	Mind; Statewide Teaching Aids
Address:	5845 Gardner Highway Alexandria, LA 71301 318/445-2572
List Price:	$147.00/cluster

Title:	Cooking & Baking: Food Service Responsibilities--Sanitation/Food Poisoning
Publisher:	Mind; Statewide Teaching Aids
Address:	5845 Gardner Highway Alexandria, LA 71301 318/445-2572
List Price:	$147.00/cluster

Title:	Cooking & Baking Measurement--Pound Measurement
Publisher:	Mind; Statewide Teaching Aids
Address:	5845 Gardner Highway Alexandria, LA 71301 318/445-2572
List Price:	$245.00/cluster

Title:	Cooking & Baking Measurement--Baker's Scale
Publisher:	Mind; Statewide Teaching Aids
Address:	5845 Gardner Highway Alexandria, LA 71301 318/445-2572
List Price:	$245.00/cluster

Title:	Cooking & Baking Measurement--Ounce Measurement
Publisher:	Mind; Statewide Teaching Aids
Address:	5845 Gardner Highway Alexandria, LA 71301 318/445-2572
List Price:	$245.00/cluster

Title:	Cooking & Baking--Converting Equivalent Measures: Cooking & Baking Measurement
Publisher:	Mind; Statewide Teaching Aids
Address:	5845 Gardner Highway Alexandria, LA 71301 318/445-2572
List Price:	$245.00/cluster

Title:	Cooking & Baking: Baking Ingredients (Part I - Ingredients)
Publisher:	Mind; Statewide Teaching Aids
Address:	5845 Gardner Highway Alexandria, LA 71301 318/445-2572
List Price:	$49.00/cluster

Title:	Cooking & Baking: Baking Ingredients Part II
Publisher:	Mind; Statewide Teaching Aids
Address:	5845 Gardner Highway Alexandria, LA 71301 318/445-2572
List Price:	$49.00/cluster

Title:	Cooking & Baking: Meats;Beef
Publisher:	Mind; Statewide Teaching Aids
Address:	5845 Gardner Highway Alexandria, LA 71301 318/445-2572
List Price:	$98.00/cluster

Title:	Cooking & Baking: Meats;Pork
Publisher:	Mind; Statewide Teaching Aids
Address:	5845 Gardner Highway Alexandria, LA 71301 318/445-2572
List Price:	$98.00/cluster

Title:	New Baby Care
Publisher:	Intellectual Software
Address:	5 Chapel Hill Drive Fairfield, CT 06432
List Price:	$34.95/(with master system $44.95)

Title:	Prenatal Baby Care
Publisher:	Intellectual Software
Address:	5 Chapel Hill Drive Fairfield, CT 06432
List Price:	$34.95/(with master system $44.95)

Title:	Babysitter's Manual, Disk I
Publisher:	Intellectual Software
Address:	5 Chapel Hill Drive Fairfield, CT 06432
List Price:	$34.95

Title: Child Care Cluster, Discipline of Children
Publisher: Statewide Teaching Aids
Address: 5845 Gardner Highway
Alexandria, LA 71301
318/445-2572
List Price: $159

Title: Child Care Cluster, Growth and Development
Publisher: Statewide Teaching Aids
Address: 5845 Gardner Highway
Alexandria, La 71301
318/445-2572
List Price: $159 (4 disks - 1 documentation)
(3 student disks - 1 teacher utility disk)

Title: Child Care Cluster, The Game Format Study Aid - Prenatal Development
also included on the disk are two additional programs; Infancy & Early Development; and Early Childhood & Health
Publisher: Orange Juice Software Systems
Address: 222 South Washington Systems
New Richmond, Wi 54017
List Price: $55.00

Title: Child Care Cluster, Goals and Objectives (Tools)
Publisher: Statewide Teaching Aids
Address: 5845 Gardner Highway
Alexandria, LA 71301
List Price: $159.00 (4 disks - 1 documentation)
(3 student disks - 1 teacher utility disk)

Title: MECC Nutrition Vol. 1 Disk 752 Food Intake Analysis
Publisher: Minnesota Ed. Computing Consortium (Micro-Ideas)
Address: 1335 Waukegan Road
Glenview, IL 60025

Title: Early Words English-Spanish
Publisher: Merry Bee Communications
Address: 815 Crest Drive
Omaha, NE 68046
List Price: $29.95

Title: The Stickybear ABC
Publisher: Optimum Resource, Inc.
Address: Distributed by Xerox Education Publications
Middletown, CT
List Price: $39.95

Title: Stickybear Numbers
Publisher: Optimum Resource, Inc.
Address: Distributed by Xerox Education Publications
Middletown, CT
List Price: $39.95

Title: Stickybear Opposites
Publisher: Optimum Resource, Inc.
Address: Distributed by Xerox Education Publications
Middletown, CT
List Price: $39.95

Title: Stickybear Shapes
Publisher: Optimum Resource, Inc.
Address: Distributed by Xerox Education Publications
Middletown, CT
List Price: $39.95

Title: You Decide - Part II
Publisher: C. W. Publications
Address: P.O. Box 744
Sterling, IL 61081
List Price: $45.00

Title: The Micro Guide to Fashion Careers
Publisher: Career Development Software, Inc.
Address: 207 Evergreen Drive
Vancouver, WA 98661
206/696-3529

Title: Pattern Layout Simulator
Publisher: Orange Juice Software Systems
Address: 222 S. Washington Ave.
New Richmond, WI 54107
List Price: $55.00

Title: Comparative Buying - Buying Wisely
Publisher: MCE Inc.,
Address: 157 S. Kalamazoo Mall
Kalamazoo, MI 49007
616/345-8681

Title: Menu Planning on a Budget
Publisher: C.W. Publications
Address: P.O. Box 744
Sterling, IL 61081
List Price: $45.00

Title: Comparative Buying--Understanding Sales Buying
Publisher: MCE Inc.
Address: 157 S. Kalamazoo Mall
Kalamazoo, MI 49007
616/345-8681

Title: Comparative Buying--Becoming an Informed Shopper
Publisher: MCE Inc.
Address: 157 S. Kalamazoo Mall
Kalamazoo, MI 49007

Title: The Micro Guide to Careers Series: The Micro Art of Interviewing
Publisher: The Career Development Software, Inc.
Address: 207 Evergreen Drive
Vancouver, WA 98661
206/696-3529
List Price: $79.00

Title: The Micro Guide to Careers Series: Self Employment Opportunities
Publisher: The Career Development Software, Inc.
Address: 207 Evergreen Drive
Vancouver, WA 98661
206/696-3529
List Price: $49.00

Title: The Career Development System: The Work Activities Inventory
Publisher: The Career Development Software, Inc.
Address: 207 Evergreen Drive
Vancouver, WA 98661
List Price: $79.00 - 3 disk set

Title: The Career Development System: The Values Auction
Publisher: The Career Development Software, Inc.
Address: 207 Evergreen Drive
Vancouver, WA 98661
List Price: $79.00

Title: The Career Development System: The Corporation Job Game
Publisher: The Career Development Software, Inc.
Address: 207 Evergreen Drive
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Title:	The Career Development System: The Graduation Dilemma
Publisher:	The Career Development Software, Inc.
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List Price:	$79.00

Title:	The Career Development System: The Graduation Dilemma
Publisher:	The Career Development Software, Inc.
Address:	207 Evergreen Drive Vancouver, WA 98661 206/696-3529
List Price:	$79.00

Title:	Starting a New Business - 2 disks
Publisher:	Queue
Address:	5 Chapel Hill Drive Fairfield, CT 06432 1-800-232-2224

Title:	There's a Career for You in Home Economics
Author:	Connie Slater
Publisher:	MCI Inc.
Address:	157 S. Kalamazoo Mall Kalamazoo, MI 49007
List Price:	$20.00

Title:	Design Your Own Home, Interior Design
Publisher:	Avant-Garde Publishing Corporation
Address:	P.O. Box 30160 Eugene, OR 97403